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EVALUATION REPORT

ESEA

PROGRAM OF COMPENSATORY EDUCATION

OAKLAND PUBLIC SCHOOLS

OAKLAND, CALIFORNIA

AUGUST, 1967

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EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION

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In cooperation with:

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Division of Elementary Education

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FOREWORD

The Oakland Public Schools Elementary and Secondary Education Act Title I program, established in February, 1966, has made it possible to increase substantially the compensatory education services being provided for disadvantaged pupils in the district. This publication is the second annual evaluation report and presents data on Title I activities conducted during the 1966-67 school year and summer session of 1967.

Much has been done to provide needed services to disadvantaged pupils since the inception of the program. However, as indicated in the evaluation report last year, the crippling effects of cultural and economic deprivation cannot be overcome within the period of a few months.

One of the important features of the Title I program in 1966-67 has been the establishment of the Integration Model Project. Recognizing the problems related to racial isolation in the urban setting, the Oakland Public Schools through this project have augmented the district program for increasing integrated education opportunities for students.

This report presents encouraging evidence of the effectiveness of the Integration Model Project and the various other elements of the Oakland Public Schools compensatory education program for the relatively short time period of a year and a half. It is anticipated that further longitudinal studies of pupils participating in the various compensatory education activities over a period of several years will provide greater evidence of the effectiveness of these programs as well as to provide guidance for refinements of these programs.

Many persons contributed to the development of the district ESEA program and to the publication of this report. Much credit is due to the principals, teachers, parents and central office personnel whose cooperation made this report possible.

Stuart S. Phillips
Superintendent of Schools

PREFACE

During the spring semester of 1966 the Oakland Public Schools ESEA Title I program was begun. Since the inception of the program over 12,500 pupils have been receiving compensatory education services during each year of program operation. Services have been provided to seven elementary parochial schools (Grades 1-8) and to 15 public schools; 11 elementary, 3 junior high, and 1 senior high.

Implementation of the new State Senate Bill 28 Reduced Class Size Program necessitated modifications in the organization of compensatory education services provided originally during the first year of the ESEA Title I program. The SB 28 program made it possible to reduce class size to no more than 25 in five of the 11 original ESEA elementary schools as well as to four additional elementary schools not located in the ESEA Target Area.

The program changes which were introduced offered a unique opportunity to establish four study groups upon whom comparative evaluation data could be analyzed. The four groups, designated as "ESEA Team," "ESEA-SB 28," "SB 28 Only," and "Comparison" are described more fully in the PROCEDURE section of the first report in Chapter I. The establishment of these four groupings of schools provided a means for beginning a study of the possible differential effects of varying organizations of compensatory education services. Particular appreciation is expressed to the principals and teachers in the "Comparison" schools who agreed to administer supplementary tests and scales to provide data for these studies even though they were not receiving additional federal or state compensatory education services.

The data obtained from these first studies this year must be characterized as suggestive or tentative. However, it is anticipated that the approach being used over a two or three year longitudinal period will produce more definitive data for use in future program planning and modification.

Through the availability of the extensive data processing capabilities of the Palo Alto Office of the Service Bureau Corporation, it was possible to analyze the growth patterns made by pupils from February, 1966, to May, 1966, to May 1967, as well as to make numerous cross-group comparisons. The master file system designed specifically for Oakland's ESEA Title I evaluation program will make it possible to continue the longitudinal studies of the same students as they progress through the grades in the district's ESEA schools.

The results of the various evaluative studies conducted during the 1966-67 school year and summer of 1967 are included in this report. The report is divided into seven chapters with an appendix for each chapter located in the back of the publication. As required by the State Department of Education Bureau of Evaluation for Compensatory Education the various state forms and test score distributions have been included in appropriate appendices.

Many persons contributed to the development and operation of the district ESEA program and to the publication of this report. Acknowledgment is made of the significant contributions made to the design and direction of the overall Title I program by the following persons: Dr. Stuart S. Phillips, Superinten-

dent of Schools; Mr. Edward F. Cockrum, Assistant Superintendent of Elementary Schools; Dr. Elmer F. Stolte, Assistant Superintendent of Secondary Schools; Dr. Forrest C. Michell, Assistant Superintendent, Administrative and Special Services. Particular attention is directed to the following members of the Department of Urban Services for their very able direction and coordination of the district Title I program: Dr. Thomas A. MacCalla, Assistant Superintendent, Department of Urban Educational Services; Mr. Andrew J. Viscovich, Coordinator of ESEA Programs; Mr. John J. Carusone, Coordinator, Office of Human Relations; and Mr. John J. Hills, Specialist in Project Development.

Acknowledgment must also be made of the exceptional services rendered by members of the Research Department staff in the preparation of the various reports included in this publication. Particular credit is due Mr. Edwin P. Larsen and Mr. Richard A. Laliberte, Assistants in Research; Mr. William R. Murray, Specialist in Research; Mr. Felix M. McCrory, and Mrs. Joye Waters, Teachers on Special Assignment, Research, for their major contributions to the total evaluation program. Other staff members who made significant contributions to this publication were: Mr. Edward A. Hakkarainen, Mr. William Weldy, and Mr. Walter Todd, Teachers on Special Assignment, Research; Mrs. Yetive Bradley, Mrs. Barbara Patterson, and Mr. David Swanson, Research Department Consultants. Particular appreciation is expressed for the outstanding service rendered by Mrs. Imelda Marzoline who supervised the stenographic and clerical services required for the final preparation of this publication.

Space does not permit a listing of the many principals, teachers, and other personnel who contributed so ably to the program and who assisted by providing data required for this report.

Alden W. Badal
Director of Research

TABLE OF CONTENTS

CHAPTER I. REMEDIAL AND CORRECTIVE PROGRAMS

Evaluation of Elementary School Remedial and Corrective Language Arts Project 1

Evaluation of Junior High School Remedial and Corrective Language Arts Project 59

Evaluation of Senior High School Remedial and Corrective Language Arts Project 89

Evaluation of Elementary School Remedial Reading Project 119

CHAPTER II. SUPPORTIVE AND AUXILIARY SERVICES

Evaluation of Counseling Services

Counseling Study No. 1: Reactions of Staff, Students, and Parents to Junior High School Counseling Program 139

Counseling Study No. 2: Counselor Activity Time Study 153

Counseling Study No. 3: Counselor Contact Study 159

Evaluation of Individual Guidance Services 175

Evaluation of Psychological Evaluation Services 189

Evaluation of Library and Instructional Media Services 201

Evaluation of Nursing Services 217

Evaluation of Teacher Aide Services 237

CHAPTER III. EVALUATION OF CULTURAL ENRICHMENT PROGRAM 255

CHAPTER IV. EVALUATION OF INTEGRATION MODEL PROJECT 279

CHAPTER V. EVALUATION OF IN-SERVICE EDUCATION PROGRAM 303

CHAPTER VI. OTHER STUDIES

Report of Parent Interview Survey Conducted in ESEA Target Area 331

Report of Elementary School Discipline Study 341

Report on Elementary School Program for Non-English-Speaking Students 351

CHAPTER VII. SUMMER SCHOOL PROGRAMS

Evaluation of Elementary School Summer Program 355

Evaluation of Junior High School Summer Program 367

Evaluation of Teachers' Workshop 389

Description of Curriculum Development Projects 399

APPENDIX I. REMEDIAL AND CORRECTIVE PROGRAMS 411

APPENDIX II. SUPPORTIVE AND AUXILIARY SERVICES 633

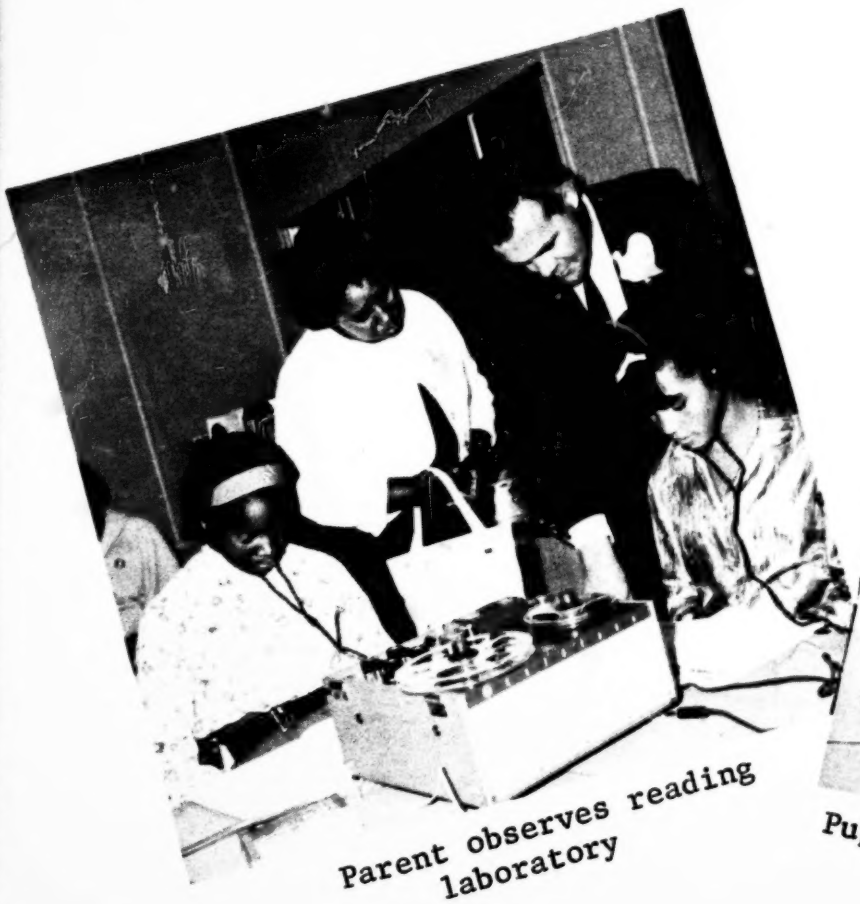
APPENDIX III. CULTURAL ENRICHMENT PROGRAM 667

APPENDIX IV. INTEGRATION MODEL PROJECT 673

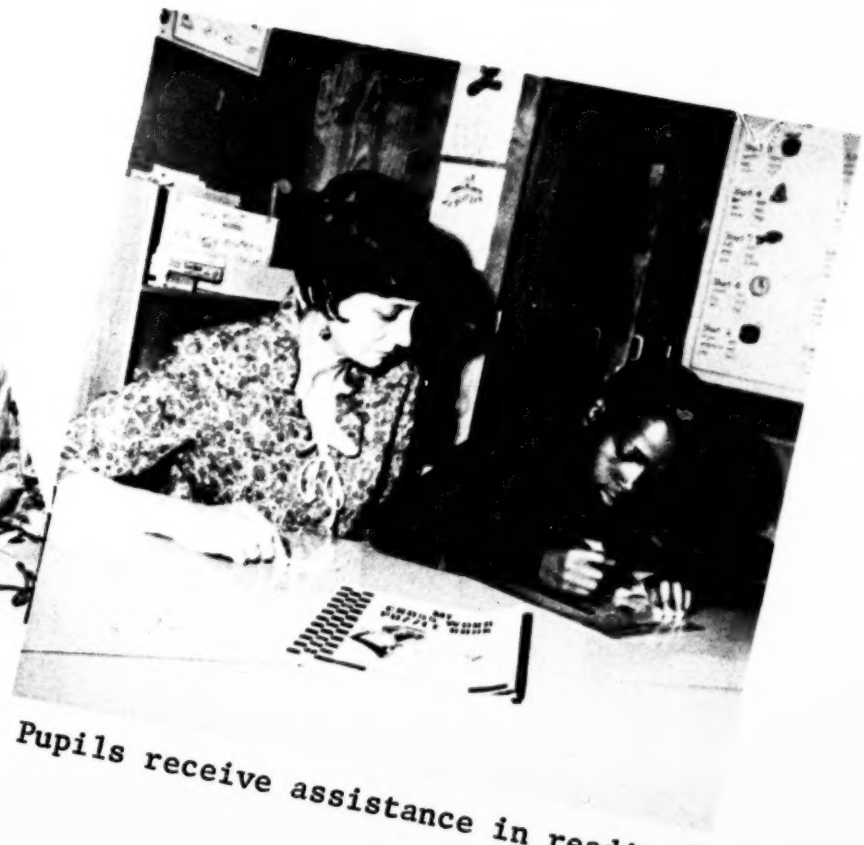
APPENDIX V. IN-SERVICE EDUCATION PROGRAM 711

APPENDIX VI. OTHER STUDIES 719

APPENDIX VII. SUMMER SCHOOL PROGRAMS 749



Parent observes reading laboratory



Pupils receive assistance in reading laboratory

CHAPTER I

REMEDIAL AND CORRECTIVE PROGRAMS

CONTENTS

Evaluation of Elementary School Remedial and Corrective Language Arts Project

Evaluation of Junior High School Remedial and Corrective Language Arts Project

Evaluation of Senior High School Remedial and Corrective Language Arts Project

Evaluation of Elementary School Remedial Reading Project

EVALUATION OF ELEMENTARY SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

The major emphasis of Oakland Public Schools' ESEA Title I Project in the elementary grades during the 1966-67 school year was placed on helping all students of the project schools improve their reading and other language arts skills beyond the levels typically achieved prior to the project's inception in January of 1966.

To achieve the project's primary goal, improved student learning in reading particularly and in other language arts skills areas generally, the salient features of the spring 1966 project were again programmed into the instructional offering this year. Stated as program objectives, they are:

1. To maintain the reduction of the pupil-teacher ratio
2. To continue to provide several auxiliary services (e.g., psychological evaluation, individual guidance)
3. To continue to provide a variety of instructional materials
4. To continue to provide extensive opportunities for cultural enrichment
5. To continue to emphasize, according to need, developmental and remedial reading instruction
6. To sustain the expanded effort in promoting effective school-community interaction
7. To continue to provide teacher in-service education opportunities above pre-project levels
8. To continue to extend the school year, for many, through summer school opportunities

An effort has been made this year to analyze preliminary results obtained from studies of the variable combinations of services provided in Oakland's compensatory education program. It is assumed that longitudinal data obtained on the various treatment groups studied this year and in the future will provide information which will assist in identifying certain program features which contribute to particular student behavior outcomes.

PROCEDURE

Subjects

All students attending the 11 elementary schools identified for inclusion in the spring 1966 project again comprised the project population. A number of children attending schools not served by the project were included as study populations and will be described in more detail below under the section titled "Evaluation Strategies."

Organization of Services

Grades 1-3: The"3 on 2"plan (three teachers for every two classrooms) which operated in all 11 project schools last year was modified this year. As a result of the state financed Senate Bill 28 reduced class size program, five of the original 11 schools were provided smaller class sizes (school average no more than 25 per class) in 1966-67 instead of three teachers for two classrooms. The other six of the original 11 schools retained the"3 on 2" program. The same levels of auxiliary services, supplies, etc. were provided to both groupings of schools.

The"3 on 2"plan was intended to provide a team approach to reading and language arts instruction. In operation, two of the three teachers in the team were identified as "regular" teachers and were assigned to the usual self-contained classroom situation. The third teacher called the "swing" teacher, was to work with children in one classroom for one-half day and with children in the other classroom the other half of the day. Since the project's emphasis was on reading and language arts skills, two hours of the day were assigned to reading emphasis instruction. The "swing" teacher's time was absorbed wholly in instruction in these areas.

Grades 4-6: In these grades, an analogue of the"3 on 2"plan for the primary program operated in two of the 11 schools, one less than last year. With the "5 on 4"plan, five teachers for every four classrooms, the functions of the "swing" and "regular" teachers were similar to those of teachers in the 3 on 2 plan. In the five schools designated as SB 28 schools the reduced class size plan as described above for grades 1-3 was put into effect for grades 4-6 as well.

Teacher Aides: This program feature is described in Chapter II, "Evaluation of Teacher Aide Services." Essentially, teacher aides were assigned as follows:

1. One teacher aide for each kindergarten teacher

2. One teacher aide for each special class teacher

3. One teacher aide for each classroom in five elementary schools in grades one to three inclusive

4. One teacher aide for each librarian in the 11 schools

5. Provision was made for aides for teachers in grades four to six in schools not operating under the"5 on 4"plan

Auxiliary Services: A number of other supplementary services such as additional time (over pre-spring 1966 project provisions) from guidance consultants, attendance workers, psychologists, librarians, and nurses continued to be provided. These are discussed in greater detail in Chapter II.

Instructional and In-Service Support: In addition to the above Auxiliary services, each school had the services of the Teacher Assistant For Reading Development (TARD), whose responsibility was to assist the general ESEA central

office supervisor in the coordination of the school site program with the overall project program. The TARD'S role as well as a report of central coordinated and school site initiated in-service activities are presented in Chapter V, "Evaluation of In-Service Education Program."

Cultural Enrichment: A basic allotment per child for all public and private schools located in the Target Area was provided for enrichment trips and excursions and school-site activity programs. A complete report of the cultural enrichment activities provided will be found in Chapter III.

Program

At all grade levels, reading in ESEA Title I elementary schools was taught two hours daily. In the daily class schedules, one hour was designated "Reading" and the other hour "Reading and Language Arts." However, the primary emphasis in both hours was on reading. See Appendix I-E for an example of how one of the project schools endeavored to program a variety of activities not only for the second hour but for the day as well so that reading and language experiences permeate the child's entire school day.

The content and approaches to reading instruction included the following:

1. The experiential approach, including excursions, experience charts, writing (e.g., A to Z), etc., and any techniques enabling children to bring meaning to their reading

2. Decoding, including Phonovisual, phonics charts, phonics games, workbooks, programmed reading, etc.

3. Developmental reading, including the State basal series and the integrated readers (e.g., Follett, Bank Street, Skyline)

4. Practice of skills, including use of classroom libraries, visits to school library, etc.

5. Much reading for enjoyment, including teacher reading to class of good literature

6. Other language arts experiences, (taught both for their own value as well as for their contribution to greater achievement in reading) including handwriting, written expression, spelling, oral expression, and listening skills

7. Reading skills in the content fields such as social science, science, and mathematics; such skills to be taught both during the "reading time" and during the content field time.

Materials and Equipment

As indicated in the preceding list, a wide variety of approaches to the teaching of reading was utilized. Many specific instructional techniques and materials were employed. The following presents a representative listing of

the types of instructional materials and supplies purchased for the program:

1. Charts, film strips, word games, flash cards, tapes, and other non-consumable instructional materials from standard lists

2. Consumable supplies such as additional paper work books and art materials

3. Phonovision instructional charts, work books, and manuals

4. Additional basic and supplementary text books

5. Programmed reading materials

A more complete description of a few representative materials and methods that were used follows:

A to Z Spelling Method - The A to Z method of teaching spelling is one in which all of the language arts are related and put to use in written composition. In this program pupils write their own stories, learn to write and spell the words they need. A kinesthetic method of learning the word is used. As a child learns the word he files it in his individual word box. He builds up his own file of words for ready reference.

Phonovisual Method - This method offers a structured approach to phonics instruction. Two large charts - consonants and vowels - are supplied to each classroom in grades 1 and 2. Daily instruction, separate from the developmental reading period, is given. During the reading periods the phonovisual method is used and reinforced.

Horricks "Word Charts" - A series of charts summarizing word analysis learnings. Charts have been prepared on beginning consonants, vowels, syllabication, prefixes and suffixes. These may be used for grades one through three.

Listen and Do Records - A set of 16 ten inch records and 32 duplicating masters and a teaching guide. These materials give auditory and visual training for learning the names and sounds of the alphabet.

McHugh McFarland Applied Phonics - This is a set of sentence strips which are presented visually to a group of pupils. Multiple choices of words are given on the strips. Pupils must decide upon the correct word and react by holding up the number of the correct answer. The pupil must apply what phonic knowledge he has in order to choose the correct answer. This is phonics with meaning. These materials were purchased for all first grades.

To utilize fully many of the new materials purchased, as well as to maximize the usefulness of existing materials, quantities of various types of equipment which had been purchased for the Spring 1966 project year for classroom and school use continued to be employed. This listing of equipment includes motion picture projectors, Language Masters, tape recorders, listening post units, opaque projectors, film strips projectors, phonographs, projection screens, photo-copy machines, primary typewriters, and various specialized pieces of equipment for use in the remedial reading workshops.

Evaluation Strategies

Design: In general, the evaluation design that was developed in the late summer and early fall of 1966 provided for the following:

1. To collect pre-post project data from students, staff and parents that would facilitate the evaluation of a broadly conceived, year-long massive compensatory education program.

2. To evaluate at selected grade levels some of the apparent effects of the spring 1966 project period along with the impact of the full project year just concluded.

3. To study, at various grade levels, the apparent effects of differing program complexes--composed of instructional methods, materials, services, and organizational variations--on student learning. These programs are represented by "study groups" (clusters of schools) as follows:

   a. "ESEA, Team Teaching" - This study group included five schools at the primary level. Two of these schools also operated similarly in the upper grades. These five schools originally became involved in the program in February, 1966. The general program features include the use of the "3 on 2" teams of teachers at grades 1, 2, and 3; and the use of the "5 on 4" teams at grades 4, 5, and 6. A full complement of ESEA-provided services were available to students, teachers, and parents; e.g., augmented allotments of time for psychologists, nurses, and guidance consultants; provision of full or part-time librarians; increased supply and equipments budgets; teacher aides in approximately half of the primary classes; a Teacher Assistant for Reading Development at each site; remedial reading classes; in-service program; and a cultural enrichment program.

   b. "ESEA, No Team" - This study group was composed of three schools (of the five schools mentioned above) at the upper grade level of grades 4, 5, and 6. Teachers of classes in this cluster were provided with teacher aides and the full complement of features listed above for "ESEA, Team Teaching" except for the "swing" teacher.

   c. "ESEA-SB 28" - The six schools composing this study group had been involved in the program approaches described in "a" and "b" above from 2/66 to 5/66. At the beginning of the current school year the teams of teachers were discontinued. Instead, monies provided under SB 28 were used to reduce class size for each teacher to 25 or below. These schools continued to receive the complex of other services, etc., described above for "ESEA, Team Teaching."

   d. "SB 28, only" - The primary feature of the program in this cluster of five schools was the reduction of class sizes to and below 25. These schools had not been involved in any major compensatory programs during the previous year. No additional auxiliary services or materials were provided in these schools. (Because of severe limitations in the availability of classrooms to effect the intended class size reductions, selected classes in these schools were involved in "3 on 2" team instruction in reading. These classes were not

included in the study samples reported herein.)

e. "Comparison" - This study group was composed of students at grades 1, 2, 3, and 5 in four schools located on the periphery of the ESEA, Title I Target Area. The achievement levels, racial characteristics, and economic conditions in these communities are quite comparable to those found in the Target Area. The program in these schools was the "regular district program" including the usual levels of services, material and personnel resources, and class loads. The chief difference between this program and those described above should not be considered to be in terms of the vigor of the staff efforts, etc., but rather in terms of the supplementary services, etc., which were not made available as they were in the other study schools.

A summary of the study groups included for analysis in this report is presented in Table 1.

TABLE 1

Study Group Summary

Study Group	Grade Level					
	1	2	3	4	5	6
ESEA, Team Teaching	X	X	X	X	X	X
ESEA No Team				X	X	X
ESEA-SB 28	X	X	X	X	X	X
SB 28 only		X	X		X	
Comparison		X	X		X	

4. To establish and maintain on computer discs a master data file system so that the cumulative effects on student learning of each ESEA project year can be assessed through longitudinal studies.

Instruments

Achievement Tests: To asses pre-post project achievement status within and among study groups, standardized tests were administered as indicated in Table 2.

TABLE 2

Summary of Standardized Achievement Tests
Used for All Study Groups: Grades 1-6

Grade Level	Standardized Test Instruments	Test Dates							
		Feb., 1966		May, 1966		Oct., 1966		May, 1967	
		Level	Form	Level	Form	Level	Form	Level	Form
1	Metropolitan Readiness	-	-	-	-		A	-	-
	Stanford Achieve. Test	-	-	-	-	-	-	Pri.I	W
2	Kuhlmann-Anderson Mental	-	-	-	-	B		-	-
	Stanford Achieve. Test	-	-	Pri.I	W	-	-	Pri.II	W
3	Stanford Achieve. Test	Pri.II	X	Pri.II	W	-	-	Pri.II	X
4	Metropolitan Achieve. Test	-	-	-	-	Elem.	C	Elem.	A
5	SCAT	-	-	-	-	5	A	-	-
	STEP	-	-	-	-	4	A	4	B
6	Stanford Achieve. Test	-	-	-	-	Int.II	W	Int.II	X

Teacher's Evaluation of Individual Student's Language Arts Skills: As another means for assessing pupil performance two forms of a ten item rating scale were devised. These scales were completed on a 30% random sample of all students enrolled in Target Area first grades in April, 1967 as well as on the available students still remaining from the sample of third and fifth grade students who had been rated in the spring of 1966. These pupils were rated in November of 1966 and in April, 1967. Copies of the evaluation instruments will be found in Appendix I-D.

Teacher's Grades: Teacher grades were used as another means for assessing change in pupil performance. Grades from the first and fourth marking periods for simple random samples at grades 1, 3, and 5 were analyzed. Table 3 presents the numbers of students included in each of the original samples and the numbers of pupils in each group upon whom pre and post data were available for analysis. (Table 3 on following page)

TABLE 3

Summary of Grade and Attendance Sample Sizes
for Designated Study Groups

Study Group	Grade Level								
	1			3			5		
	60% Sample	Final Sample		40% Sample	Final Sample		33% Sample	Final Sample	
	N	N	%	N	N	%	N	N	%
ESEA Team	386	295	76.4	261	223	85.4	48	33	68.8
ESEA No Team	-	-	-	-	-	-	116	86	74.1
ESEA-SB 28	346	311	89.9	259	227	87.6	117	108	92.3
SB 28	284	226	79.6	189	148	78.3	110	106	96.4
Comparison	218	202	92.7	177	168	94.9	113	103	91.1

School Attendance: School attendance records were analyzed for the first and fourth marking periods. Attendance records for the total school year were obtained also for descriptive purposes as well as for baseline information for future attendance studies. This study was based on those pupils for whom pre and post data were available and who were selected for the basic samples indicated in Table 3. Attendance data were included in the evaluation studies to serve as a rough index of pupil motivation.

Student Self-Rating Scale: To study changes in student self-perceptions in selected behavioral areas within and among study groups, a locally developed instrument was administered to all fifth graders enrolled in the three project school groupings as well as to the grouping of comparison schools. Thirty-three percent random samples of these self-rating scales obtained from each of the four groupings of schools were selected for analysis. A sample copy of the rating scale will be found in Appendix I-D.

Staff Questionnaires: Questionnaires designed to obtain subjective evaluative opinions regarding significant aspects of the program operation and effectiveness were completed by school principals, vice principals and instructional staff members. Copies of the questionnaires are included in Appendix I-D.

Parent Interviews: A random sample of 197 parents of pupils enrolled in grades 1-6 in the ESEA Target Area schools were interviewed to obtain opinions of the value of the compensatory education program to their children. A complete report of the procedures employed and the results obtained will be found in Chapter VI. A copy of the elementary school parent interview schedule will be found in Appendix VI-B.

Data Analysis

Standardized Test Results--Univariate: Statistical analyses including raw

score frequency and cumulated frequency distributions, means, and standard deviations were performed on pre- and post-test raw scores for all pupils upon whom paired data were available.

Standardized Test Results--Multivariate: In order to study those features which may possibly be contributing differentially to pupil achievement outcomes, the analysis of end of year average test score performance among study groups received major attention. In order to make these comparisons among the various study groups the analysis of covariance procedure was used. Analysis of covariance is useful in situations in which the means of two or more groups differ on an initial testing and one wishes to compare the means of those groups on a post testing. The post means are adjusted to what they would have been had the initial means been equal, and the differences between or among the adjusted means are tested for significance.

Since the obtained post-project mean differences among the groups under study may have been a function of pre-project mean score differences on the particular tests used, study groups were "equated" statistically on the appropriate pre-test instrument. Post-project statistical analyses were then performed on adjusted means and those significant differences occurring were presumed to be related to the services or experiences to which the study group members were exposed during the period under study. Parallel analyses were performed using: (1) the total score distributions, (2) only the upper 25% of the populations as determined by the pre test distribution, and (3) only the lower 25% of the populations as determined by the pre test distributions.

The results of the covariance analyses must be interpreted with some caution since one of the primary assumptions of covariance analysis, that of random assignment of groups to the program elements under study, was not possible to fulfill in these studies.

Other Data: Grade and attendance information, teacher ratings of students' language arts skills, student self-ratings, staff and parent opinions are reported largely in terms of response frequencies and percentage conversions. Limitations of budget and time precluded performing more penetrating analyses except in a few instances as noted.

Data Processing Services: The major statistical analyses were performed by the Palo Alto office of the Service Bureau Corporation. Through cooperation with SBC, comprehensive data processing master file and data analysis systems were developed to provide the means for conducting the various statistical procedures required for the longitudinal studies made during the Spring of 1967 as well as for those projected for the future.

RESULTS

Achievement Test Results

A comprehensive analyses of achievement test results has been made at each of the elementary grade levels. Data for the pre and post assessments were drawn whenever possible from regular district and State-required test surveys and supplemented, as necessary, by special test surveys in the study schools. At selected grade levels, results of scholastic aptitude testing have been incorporated in the evaluation of the growth tendencies observed for the respective treatment or study groups.

Raw score distributions of pre and post test results for the various study groups at all grade levels are presented in tables in Appendix I-C. Table 1 of the PROCEDURE section outlines, by grade level, the study groups for which test data are presented.

The major focus of the design for analyses of the test data centers on inter-program comparisons. Taking into account the differences exisiting between groups at pre test, an effort has been made to identify which, if any, of the program approaches have been relatively more effective in augmenting the development of reading and language skills as measured by standardized achievement tests in reading and related areas; e.g., spelling and word study skills.

The five program approaches, or treatment categories, are outlined in the "Evaluation Strategies" section of this report. These categories do not represent "treatments" in the sense of a laboratory-controlled experiment. Rather, they represent complexes of equally-vigorous instructional approaches which have emerged under the differing conditions in the respective clusters of schools; e.g. provision of team teaching personnel, and/or instructional materials and/or reduced class size, etc. No efforts have been made to restrict the use of certain in-class procedures or the use of a particular type of equipment, etc., to a specific category of schools although because of the provision or "non-provision" of major elements the programs have differed on several identifiable dimensions.

Grade 1

Metropolitan Readiness Tests were administered to children in three types of study schools: ESEA with "3 on 2" team teaching, ESEA-SB 28, and SB 28 only schools. Subsequently, the children were administered the Stanford Achievement Test (SAT) as part of the State testing survey in May, 1967. The readiness test, which purports to measure reading-related aptitudes provided data on the distribution of these abilities in the respective study groups and ultimately provided a method for accounting for initial inter-group differences and in making appropriate adjustments in end-of-program differences.

Means and standard deviations of the post test Stanford "Word Reading" and "Paragraph Meaning" scores are presented in Table 4.

TABLE 4

Means and Standard Deviations of Stanford Achievement Test Scores for First Graders in Three Study Groups (1966-67)

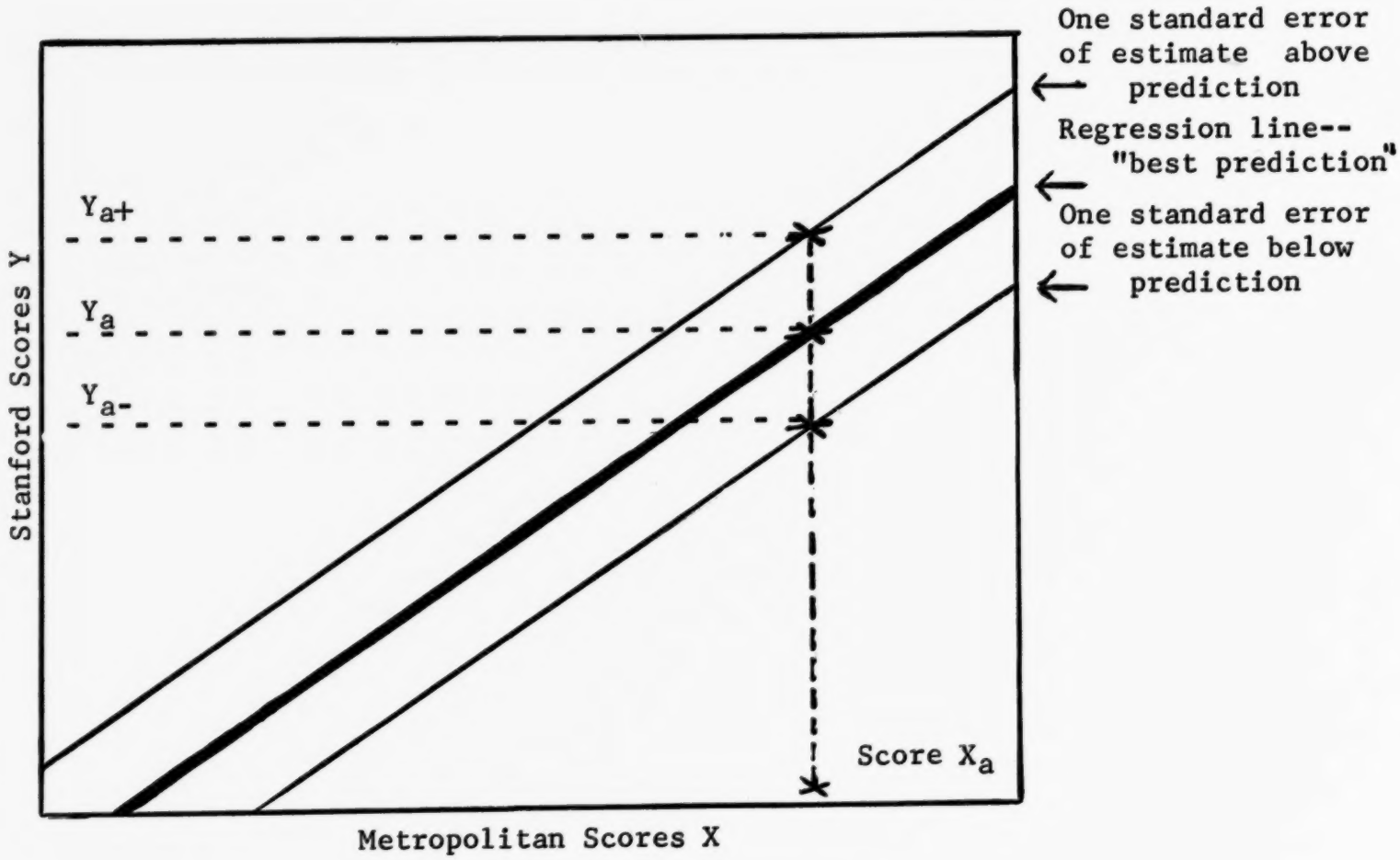
Study Group	Stanford Achievement Test Primary I, Form W (5/67)					
	Word Reading			Paragraph Meaning		
	Mean No. Rt.	Mean G.E.	S.D. No. Rt.	Mean No. Rt.	Mean G.E.	S.D. No. Rt.
ESEA, Team Teaching (N=304)	15.1	1.5	5.96	13.7	1.6	7.18
ESEA-SB 28 (N=276)	17.2	1.6	6.63	14.6	1.6	7.48
SB 28 only (N=179)	15.5	1.6	5.66	15.0	1.6	6.59

Small inter-group mean raw score differences will be noted on the "Word Reading" and "Paragraph Meaning" sections of the table. Grade equivalent expression of mean raw score values results in the apparent disappearance of all but one of the inter-group differences. These mean score data are not adjusted to account for the initial differences in readiness test scores.

In order to establish differential expectancy levels for children of varying levels of readiness a regression analysis was made using all children in the combined study groups to establish a statistical relationship between the Metropolitan readiness scores and SAT reading scores; i.e., what is the best statistical prediction of the level of reading performance in May, 1967, for students earning each of the possible scores on the readiness test? Hence, given a readiness score, "X", one can calculate a prediction, or expectency, of end-of-year reading performance, "Y". This procedure represents a statistical estimate and is, therefore, subject to a margin of error--the standard error of estimate. In other words, a number of students will be expected to receive reading test scores right at the predicted level but many will score above or below that level. By adding and subtracting the standard error of estimate, which is calculated in the regression analysis, one determines a band or region in which two-thirds of the predicted reading scores may be expected to fall. These general principles are illustrated in Figure 1 below.

FIGURE 1

Diagram Illustrating the Use of Regression Analysis Data to Evaluate Post Test Reading Scores at Grade 1



For Metropolitan "X_a" the best prediction of a Stanford reading score would be at point "Y_a". However, two-thirds of the cases will be expected to receive scores between the values "Y_{a-}" and "Y_{a+}". Further, approximately one-third of the cases may be expected to fall beyond this region--somewhat higher and somewhat lower. These same principles can be extended up and down the Metropolitan score continuum. Obviously, those children demonstrating more or less readiness for reading will be expected to show similar differences in reading scores at the end of the year.

The degree to which children in the three study groups exceeded or failed to achieve predicted reading score levels was used as an index of relative "success" of the respective study group programs. The correlation values discovered using the combined sample populations were:

Readiness vs. Word Reading	.538
Readiness vs. Paragraph Meaning	.536
Word Reading vs. Paragraph Meaning	.765

Table 5 below presents data on the numbers and percentages of cases within each study group receiving Stanford "Word Reading" scores within each of the following score levels:

A. Cases with "Word Reading" scores more than one standard error of estimate above the score ("markedly above") predicted from the Metropolitan
B. Cases with "Word Reading" scores at or within one standard error of estimate above the predicted score ("as high or somewhat higher")
C. Cases with "Word Reading" scores below but within one standard error of estimate below the predicted score ("slightly lower")
D. Cases with "Word Reading" scores more than one standard error of estimate below the predicted score ("markedly below")

TABLE 5

Numbers and Percentages of First Graders Receiving Stanford Achievement Test "Word Reading" Scores (5/67) in Score-Level Categories Related to Predictions Based on Scores on Metropolitan Readiness Test (10/66)

Study Group	Total N	Stanford "Word Reading" Score Category 5/67			
		A	B	C	D
		No. Scoring at a level markedly higher than expected	No. Scoring as high or somewhat higher than expected	No. Scoring at or slightly lower than expected	No. Scoring at a level markedly lower than expected
ESEA, Team Teaching	304	43 (14.1%)	124 (40.8%)	107 (35.2%)	30 (9.9%)
ESEA-SB 28	276	28 (10.1%)	88 (31.9%)	92 (33.4%)	68 (24.6%)
SB 28 only	179	42 (23.4%)	83 (46.4%)	41 (23.9%)	13 (7.3%)
Totals % (combined groups)	759	113 (14.9%)	295 (38.9%)	240 (31.6%)	111 (14.6%)

The score pattern of children in the "ESEA, Team Teaching" group follows quite closely the pattern observed for the combined study groups. The "ESEA-SB 28" score pattern, however, tended to be somewhat lower while the "SB 28 only" group's pattern is higher than either of the other groups'. The percentages of cases in each group scoring <u>at</u> or <u>above</u> their predicted levels are 54.9%, 42.0%, and 69.8% in that order. A chi square test of the statistical significance of inter-group differences in the distributions of the categorized scores yielded a value of 55.51, $p<.001$. This indicates that between-group variations of this magnitude would be expected by chance less than once in 1000 observations.

A parallel presentation of data on the Stanford "Paragraph Meaning" scores earned by the three study groups will be found in Table 6.

TABLE 6

Numbers and Percentages of First Graders Receiving Stanford Achievement Test "Paragraph Meaning" Scores (5/67) in Score-Level Categories Related to Predictions Based on Scores on Metropolitan Readiness Test (10/66)

Study Group	Total N	Stanford "Paragraph Meaning" Score Category 5/67			
		A	B	C	D
		No. Scoring at a level markedly higher than expected	No. Scoring as high or somewhat higher than expected	No. Scoring at or slightly lower than expected	No. Scoring at a level markedly lower than expected
ESEA, Team Teaching	304	43 (14.1%)	129 (42.5%)	95 (31.3%)	37 (12.2%)
ESEA-SB 28	276	43 (15.6%)	90 (32.6%)	89 (32.2%)	54 (19.6%)
SB 28 only	179	22 (12.3%)	91 (50.9%)	48 (26.8%)	18 (10.1%)
Totals % (combined groups)	759	108 (14.4%)	310 (40.9%)	232 (30.6%)	109 (14.2%)

Significant inter-group differences were found between the distributions of categorized "Paragraph Meaning" scores; $X^2 = 19.63$, $p<.01$. The percentages of cases scoring <u>at</u> or <u>above</u> their predicted "Paragraph Meaning" level were 56.6%, 48.2%, and 63.2% for the "ESEA, Team Teaching", "ESEA-SB 28" and "SB 28 only" study groups respectively. This is the same relative ranking observed in the "Word Reading" analysis (Table 5). The analyses reported in Tables 5 and 6 would suggest that children attending the "SB 28 only" schools have tended to achieve higher "Word Reading" and "Paragraph Meaning" scores <u>in relation to fall readiness status</u> than children attending either "ESEA, Team Teaching" or "ESEA-SB 28" schools. However, one condition which is essential to this analysis approach is that there exist a linear relationship between the predictor variable readiness score and the criterion variable (reading scores). In the process of analysis it was discovered that this condition was only approximated.

The fact that there was a significant amount of curvilinearity observed would indicate that only conditional acceptance can be given to the conclusion noted above.

Grades 2-6

The studies of achievement test score tendencies at grades two through six were accomplished by computerized analyses of variance utilizing the covariance method to provide an adjustment for, and a test of the significance of the differences between study groups. These analyses were performed to determine whether the tested progress made by the children of any study group at a given grade level was significantly greater (or smaller) than that made by children in other study groups.

It should be noted that the hypothesis under test is that there are no statistically significant differences among the study groups, adjusted for any pre-test differences (null hypothesis). Stated another way, it is hypothesized that the various sets of experiences to which the members of the study groups have been exposed will not lead to significantly different learning outcomes as assessed by the achievement tests administered. The complete analysis of covariance tables together with the unadjusted (observed) and adjusted means among study groups are to be found in Appendix I-C. The F values from these tables along with their probability levels have been extracted and are listed with other summarizing statistics in Tables 7-12.

Because of the voluminous quantity of the statistics resulting from these analyses of covariance, only comments regarding the statistically significant adjusted mean differences will be included here. Even though the non-significant differences are not specifically mentioned, they are, from an overall evaluation-of-program standpoint, quite important. The fact that certain complexes of program features failed to result in significant inter-group differences in test performance would be of considerable interest to the program planner.

Results at Grade 2: (Table 7) Significant differences among study groups occurred on all four Stanford Achievement Test subtests. In the total group analyses, there was a tendency in favor of the "ESEA, Team Teaching" and "SB 28 only" groups on "Word Meaning", "Paragraph Meaning", and "Word Study Skills". However, in "Spelling" the "ESEA, Team Teaching" and "ESEA-SB 28" groups tended to excel. The covariance analyses of mean tendencies for the upper 25% of the score distributions revealed no significant differences on "Word Meaning"; the "SB 28 only" adjusted mean was significantly higher for "Paragraph Meaning" and "Word Study Skills"; and the "ESEA-SB 28" group demonstrated a superiority on "Spelling". No significant differences were noted on "Word Study Skills" or "Spelling" in the analyses of the scores for the lower 25% of the distribution. The "ESEA-SB 28" group adjusted mean was significantly higher than other groups' on "Word Meaning"; "ESEA, Team Teaching" significantly higher on "Paragraph Meaning."

Results at Grade 3: (Table 9) One set of covariance analyses were performed to compare the three semester mean tendencies of the "ESEA, Team Teaching" and "ESEA-SB 28" groups which had been involved in the compensatory program since 2/66. Adjusted mean values for the "ESEA, Team Teaching" group were significantly higher than those for the "ESEA-SB 28" group on all of the Stanford

Achievement subtests for the periods of 2/66 to 5/67 and 5/66 to 5/67. For the shorter spring period of 2/66 to 5/66, "ESEA, Team Teaching" adjusted mean were significantly higher for only the "Paragraph Meaning" and "Word Study Skills" subtests. In analyses of the upper 25% of the distribution, only one of the twelve F ratios revealed a significant difference--5/66 to 5/67 "Word Meaning" adjusted mean in favor of the "ESEA-SB 28" group. For the lower 25% of the distribution, the F ratio values for the 5/66 to 5/67 period covariance problems all revealed significant adjusted mean tendencies in favor of the "ESEA, Team Teaching" group. The F ratio values for the other two analysis periods were not significant.

A second set of covariance analyses (Table 9) were performed to study the two semester, or one school year, mean tendencies of four study groups. These included the two groups mentioned above and the "SB 28 only" and "Comparison" study groups. Significant inter-group differences were noted for adjusted mean values for both of the Stanford subtest scores which were analyzed. In both tests the "SB 28 only" schools ranked significantly higher than the other, which followed in order: "ESEA, Team Teaching", "Comparison", and "ESEA-SB 28". At the upper end of the distribution, the "SB 28 only" group received a significantly higher adjusted "Word Meaning" mean score. The lower 25% of the "ESEA, Team Teaching" group scored significantly higher on "Paragraph Meaning" than the other three groups.

Results at Grade 4: (Table 10) For the total score distributions analyses, the "ESEA, No Team" group received an adjusted mean on the Metropolitan "Reading" subtest which was significantly higher than adjusted means for the "ESEA, Team Teaching" or "ESEA-SB 28" groups. This difference, while of statistical significance, is quite small in magnitude. No other significant adjusted mean differences were observed at grade 4.

Results at Grade 5: The comparisons of five study groups at grade 5 failed to reveal any significant inter-group differences in adjusted mean values when the covariant control factor was either the pre test score on STEP Reading or the pre test score on SCAT Verbal. Analyses of upper and lower 25% segments of the distributions also failed to reveal any inter-group differences which were statistically significant.

Results at Grade 6: Comparisons of adjusted means for three study groups--"ESEA, Team Teaching", "ESEA, No Team", and "ESEA-SB 28"--revealed no significant differences between groups when the pre "Word Meaning" or "Paragraph Meaning" score were used as the covariate control. (However, it is of particular interest to note that the mean "Paragraph Meaning" grade equivalent increments for all study groups was rather sizable.) When the Lorge-Thorndike Verbal ability score was used as the covariate control factor, the "ESEA, No Team" adjusted mean on "Paragraph Meaning" was significantly higher than those of other groups.

From the preceeding enumeration of the various significant differences occurring between the adjusted, or statistically equated, post test means of the various study groups it is difficult to draw a clear conclusion regarding which approach appears to be most effective in augmenting student achievement as it is reflected on standardized tests.

It will be noted that varying numbers of inter-group comparisons were made at different grade levels.

TABLE 7

Summary of Covariance Analysis Results - Grade 2

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-Test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-Test Means
TOTAL DISTRIBUTION																	
2	ESEA Team	Stan. Wd.	Primi	5-66	5-67	301	16.4	7.0	1.6	14.0	6.3	2.5	1.6	2.5	.9	13.7	F = 6.7 P <.01 SIGNIFICANT DIFF
	ESEA-SB 28	Stan.Wd.	Pre Primi	5-66	5-67	319	15.4	6.2	1.5	12.6	6.3	2.3	1.5	2.3	.8	12.9	
	[redacted]-SB 28	"	Post	5-66	5-67	227	17.0	7.2	1.6	13.8	5.8	2.5	1.6	2.5	.9	13.2	
	Comparison	"		5-66	5-67	201	14.9	5.4	1.5	11.2	5.6	2.0	1.5	2.0	.5	11.7	
2	ESEA Team	Stan. Wd.	Primi	5-66	5-67	301	13.7	7.9	1.6	21.0	10.1	2.2	1.6	2.2	.6	21.1	F = 7.6 P <.01 SIGNIFICANT DIFF
	ESEA-SB 28	Mng.		5-66	5-67	319	13.3	7.2	1.6	18.6	10.4	2.1	1.6	2.1	.5	19.2	
	[redacted]-SB 28	"	Post	5-66	5-67	227	14.6	7.6	1.6	22.4	10.6	2.3	1.6	2.3	.7	21.8	
	Comparison	"		5-66	5-67	201	14.2	6.6	1.6	19.3	9.6	2.1	1.6	2.1	.5	19.0	
2	ESEA Team	Stan. Wd.	Primi	5-66	5-67	274	STANFORD Wd.			30.8	9.9	2.4				30.6	F = 11.3 P <.01 SIGNIFICANT DIFF (Stan.Wd. Rdg. & Para. Mng. used as covariate control)
	ESEA-SB 28	Stan.		5-66	5-67	305	Rdg. & Para.			28.1	9.0	2.1				28.7	
	[redacted]-SB 28	"	Post	5-66	5-67	216	Mng. Used as			31.6	11.3	2.4				30.8	
	Comparison	"		5-66	5-67	191	covariate cont.			26.8	7.8	2.0				27.1	
2	ESEA Team	Stan.Spell.	Primi	5-66	5-67	275		"		10.2	7.1	2.6				10.0	F = 12.7 P <.01 SIGNIFICANT DIFF (Stan.Wd. Rdg. & para. Mng. 5/66 used as covariate control)
	ESEA-SB28	"		5-66	5-67	295				9.9	7.0	2.6				10.3	
	[redacted]-SB28	"		5-66	5-67	197				9.9	6.8	2.6				9.2	
	Comparison	"		5-66	5-67	179				7.2	5.4	2.3				7.5	
UPPER 25% OF DISTRIBUTION																	
2	ESEA Team	Stan.Wd.	Prim I	5-66	5-67	72	26.2		2.1	19.6		3.0	2.1	3.0	.9	18.8	F = .9 P >.05 NOT SIGNIFICANT
	ESEA-SB 28	Rdg.		5-66	5-67	80	23.8		1.9	17.1		2.7	1.9	2.7	.8	17.6	
	SB-28 only	"		5-66	5-67	62	26.5		2.2	19.0		2.9	2.2	2.9	.7	18.0	
	Comparison	"		5-66	5-67	54	22.8		1.8	15.7		2.7	1.8	2.7	.9	17.2	
2	ESEA Team	Stan.Para.	Prim I	5-66	5-67	76	24.7		1.9	30.3		2.8	1.9	2.8	.9	29.7	F = 4.4 P <.01 SIGNIFICANT DIFF
	ESEA-SB 28	Mng.		5-66	5-67	72	23.9		1.9	29.1		2.7	1.9	2.7	.8	29.1	
	SB-28 only	"		5-66	5-67	63	24.6		1.9	33.7		3.0	1.9	3.0	1.1	33.2	
	Comparison	"		5-66	5-67	63	22.2		1.8	27.1		2.6	1.8	2.6	.8	28.2	
2	ESEA Team	Stan. Wd.	Prim I	5-66	5-67	48	STANFORD Wd.			40.1		3.3		3.3		38.8	F = 7.8 P <.01 SIGNIFICANT DIFF (Stan. Wd. Rdg. & Para. Mng., used as covariate control)
	ESEA-SB 28	Stan.		5-66	5-67	47	Read & Para.			37.3		2.9		2.9		37.7	
	SB-28 only	"		5-66	5-67	45	Mng. Used as			44.0		3.7		3.7		43.6	
	Comparison	"		5-66	5-67	38	Covarite control			32.9		2.5		2.5		34.4	
2	ESEA Team	Stan.	Prim I	5-66	5-67	50		"		17.4		3.4		3.4		16.0	F = 5.5 P <.05 SIGNIFICANT DIFF (Stan. Wd. Rdg. & Para. Mng., used as covariate control)
	ESEA-SB 28	Spelling		5-66	5-67	48				19.1		3.6		3.6		19.6	
	SB-28 only	"		5-66	5-67	42				17.9		3.5		3.5		17.5	
	Comparison	"		5-66	5-67	38				12.8		3.0		3.0		14.5	

Summary of Covariance Analysis Results - Grade 2

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-test Means
LOWER 25% OF DISTRIBUTION																	
2	ESEA TEAM	STAN. WD. RDG.	PRIM I	5-66	5-67	81	8.9		1.2	9.6		1.9	1.2	1.9	.7	9.5	F = 3.6 p < .05
	ESEA-SB 28			5-66	5-67	76	7.9		1.1	10.0		1.9	1.1	1.9	.8	10.2	SIGNIFICANT DIFF
	SB-28 ONLY			5-66	5-67	52	8.4		1.1	9.4		1.8	1.1	1.8	.7	9.4	
	COMPARISON			5-66	5-67	48	8.6		1.2	7.6		1.8	1.2	1.8	.6	7.5	
2	ESEA TEAM	STAN. PARA MNG.	PRIM I	5-66	5-67	77	5.3		1.2	16.0		1.9	1.2	1.9	.7	16.5	F = 4.9 p < .01
	ESEA-SB 28			5-66	5-67	84	5.4		1.2	12.1		1.7	1.2	1.7	.5	12.5	SIGNIFICANT DIFF
	SB-28 ONLY			5-66	5-67	61	6.4		1.3	14.4		1.8	1.3	1.8	.5	14.2	
	COMPARISON			5-66	5-67	57	7.4		1.4	14.2		1.8	1.4	1.8	.4	13.3	
2	ESEA TEAM	STAN. WD. STSK	PRIM I	5-66	5-67	37				22.6		1.7		1.7		22.7	F = .04 p > .05
	ESEA-SB 28			5-66	5-67	38				22.3		1.7		1.7		22.3	NOT SIGNIFICANT
	SB-28 ONLY			5-66	5-67	35				22.4		1.7		1.7		22.4	
	COMPARISON			5-66	5-67	27				21.3		1.6		1.6		21.2	
2	ESEA TEAM	STAN SPELLING	PRIM I	5-66	5-67	32				5.3		2.0		2.0		5.3	F = 1.5 p > .05
	ESEA-SB 28			5-66	5-67	31				5.7		2.2		2.2		5.7	NOT SIGNIFICANT
	SB-28 ONLY			5-66	5-67	26				4.6		2.0		2.0		4.6	
	COMPARISON			5-66	5-67	25				3.5		1.9		1.9		3.5	

TABLE 8

Summary of Covariance Analysis Results - Grade 3

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-Test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-Test Means
TOTAL	DISTRIBUTION OF SCORES																
3	ESEA FULL	Stan. Wd. Mng	Prim. II W/X	5-66	5-67	278	12.8	6.2	2.3	19.7	6.7	3.0	2.3	3.0	.7	19.5	F= 6.3 p< .01
	ESEA-SB 28	"		5-66	5-67	134	12.1	4.5	2.1	17.4	6.4	2.7	2.1	2.7	.6	17.6	SIGNIFICANT DIFF
	SB 28 ONLY			5-66	5-67	228	12.8	6.4	2.3	20.5	7.0	3.1	2.3	3.1	.8	20.3	
	COMPARISON			5-66	5-67	242	11.9	5.8	2.1	18.7	6.3	2.9	2.1	2.9	.8	19.0	
3	ESEA FULL	Stan. Para. Mng		5-66	5-67	278	20.1	10.7	2.1	32.0	10.7	2.9	2.1	2.9	.8	31.9	F= 3.1 p< .05
	ESEA-SB 28	"		5-66	5-67	134	17.9	9.2	2.0	28.7	11.3	2.7	2.0	2.7	.7	30.1	SIGNIFICANT DIFF
	SB 28 ONLY			5-66	5-67	228	20.7	9.7	2.2	33.2	11.3	2.7	2.2	2.7	.5	32.7	
	COMPARISON			5-66	5-67	242	20.3	9.8	2.1	31.1	11.4	2.7	2.1	2.7	.6	30.9	
UPPER	25% OF DISTRIBUTION																
3	ESEA FULL	Stan. Wd. Mng	Prim II W/X	5-66	5-67	73	21.1		3.1	22.8		3.5	3.1	3.5	.4	22.3	F= 3.5 p< .05
	ESEA-SB28	"		5-66	5-67	38	17.5		2.8	21.8		3.3	2.8	3.3	.5	23.4	SIGNIFICANT DIFF
	SB 28 ONLY			5-66	5-67	61	21.2		3.1	25.6		3.8	3.1	3.8	.7	25.0	
	COMPARISON			5-66	5-67	62	19.9		3.0	24.3		3.6	3.0	3.6	.6	24.5	
3	ESEA FULL	Stan. Para. Mng		5-66	5-67	69	35.4		3.1	40.8		3.5	3.1	3.5	.4	39.5	F= 1.7 p> .05
	ESEA-SB28	"		5-66	5-67	31	30.3		2.8	38.6		3.3	2.8	3.3	.5	40.7	NOT SIGNIFICANT
	SB 28 ONLY			5-66	5-67	59	33.6		3.0	42.1		3.6	3.0	3.6	.6	42.0	
	COMPARISON			5-66	5-67	70	32.7		3.0	41.6		3.6	3.0	3.6	.6	42.1	
LOWER	25% OF DISTRIBUTION																
3	ESEA FULL	Stan. Wd. Mng	Prim II W/X	5-66	5-67	74	5.6		1.7	16.0		2.7	1.7	2.7	1.0	16.0	F= 1.6 p> .05
	ESEA- SB 28	"		5-66	5-67	38	7.0		1.7	14.0		2.5	1.7	2.5	.8	13.5	NOT SIGNIFICANT
	SB 28 ONLY			5-66	5-67	58	5.3		1.6	15.5		2.7	1.6	2.7	1.1	15.6	
	COMPARISON			5-66	5-67	57	5.0		1.6	14.3		2.5	1.6	2.5	.9	14.5	
3	ESEA FULL	Stan. Para. Mng		5-66	5-67	68	7.8		1.8	26.2		2.6	1.8	2.6	.8	26.2	F= 3.9 p< .01
	ESEA-SB 28	"		5-66	5-67	33	6.2		1.7	22.5		2.4	1.7	2.4	.7	23.0	SIGNIFICANT DIFF
	SB 28 ONLY			5-66	5-67	56	9.0		1.8	22.6		2.4	1.8	2.4	.6	22.3	
	COMPARISON			5-66	5-67	59	8.3		1.8	21.6		2.4	1.8	2.4	.6	21.6	

TABLE 9

Summary of Covariance Analysis Results - Grade 3

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-Test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-Test Means
TOTAL	DISTRIBUTION																
3	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	2-66 2-66	5-66 5-66	271 137	8.9 7.9	5.2 4.7	1.8 1.8	12.9 12.0	6.1 4.6	2.3 2.1	1.8 1.8	2.3 2.1	.5 .3	12.7 12.4	NOT SIGNIFICANT
	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	2-66 2-66	5-67 5-67	271 137	8.9 7.9	5.2 4.7	1.8 1.8	19.8 17.4	6.7 6.5	3.0 2.7	1.8 1.8	3.0 2.7	1.2 .9	19.6 17.8	F = 8.0 P<.01 SIGNIFICANT DIFF
	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	5-66 5-66	5-67 5-67	271 137	12.9 12.0	6.1 4.6	2.3 2.1	19.8 17.4	6.7 6.5	3.0 2.7	2.3 2.1	3.0 2.7	.7 .6	19.6 17.7	F = 9.1 P<.01 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	2-66 2-66	5-66 5-66	271 134	13.9 13.8	7.9 7.6	1.8 1.8	20.3 17.9	10.7 9.2	2.2 2.0	1.8 1.8	2.2 2.0	.4 .2	20.3 18.0	F = 6.9 P<.01 SIGNIFICANT DIFF
	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	2-66 2-66	5-67 5-67	271 134	13.9 13.8	7.9 7.6	1.8 1.8	32.3 28.7	10.7 11.3	2.9 2.7	1.8 1.8	2.9 2.7	1.1 .9	32.3 28.8	F = 13.2 P<.01 SIGNIFICANT DIFF
	ESEA TEAM ESEA-SB 28	Stan. Wd. Mng.	Prim II	5-66 5-66	5-67 5-67	271 134	20.3 17.9	10.7 9.2	2.1 2.0	32.3 28.7	10.7 11.3	2.9 2.7	2.1 2.0	2.9 2.7	.8 .7	31.9 29.6	F = 5.2 P<.05 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB 28	Stan. Wd. Stsk	Prim II	2-66 2-66	5-66 5-66	271 132	23.6 22.2	9.2 8.1	1.8 1.7	28.7 29.6	9.1 9.8	2.4 2.4	1.8 1.7	2.4 2.4	.6 .7	28.4 30.2	F = 5.2 P<.05 SIGNIFICANT DIFF
	ESEA TEAM ESEA-SB 28	Stan. Wd. Stsk	Prim II	2-66 2-66	5-67 5-67	271 132	23.6 22.2	9.2 8.1	1.8 1.7	35.3 32.4	11.7 11.4	2.8 2.6	1.8 1.7	2.8 2.6	1.0 .9	35.0 32.9	F = 3.4 P>.05 (F05 1,400 = 3.9) NOT SIGN
	ESEA TEAM ESEA-SB28	Stan. Wd. Stsk	Prim II	5-66 5-66	5-67 5-67	271 132	28.7 29.6	9.1 9.8	2.2 2.3	35.3 32.4	11.7 11.4	2.8 2.6	2.2 2.3	2.8 2.6	.6 .3	35.5 32.0	F = 14.0 P<.01 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB28	Stan. Spell	Prim II	2-66 2-66	5-66 5-66	162 116	6.0 5.4	4.7 4.6	2.2 2.0	9.3 8.0	6.4 5.5	2.5 2.4	2.2 2.0	2.5 2.4	.3 .4	9.0 8.4	F = 2.02 P>.05 (F05 1,275 = 3.9) NOT SIGN
	ESEA TEAM ESEA-SB28	Stan. Spell	Prim II	2-66 2-66	5-67 5-67	162 116	6.0 5.4	4.7 4.6	2.2 2.0	17.6 14.6	8.2 8.4	3.5 3.2	2.2 2.0	3.5 3.2	1.3 1.2	17.4 15.0	F = 9.0 P<.01 SIGNIFICANT DIFF
	ESEA TEAM ESEA-SB28	Stan. Spell	Prim II	5-66 5-66	5-67 5-67	162 116	9.3 8.0	6.4 5.5	2.5 2.4	17.6 14.6	8.2 8.4	3.5 3.2	2.5 2.4	3.5 3.2	1.0 .8	17.1 15.3	F = 6.5 P<.05 SIGNIFICANT DIFF
UPPER	25% OF DISTRIBUTION																
3	ESEA TEAM ESEA-SB28	Stan. Wd. Mng.	Prim II W/X	2-66 2-66	5-66 5-66	63 34	16.2 14.5		2.7 2.6	17.6 15.9		2.8 2.7	2.7 2.6	2.8 2.7	.1 .1	17.0 17.0	F = 0 P>.05 NOT SIGNIFICANT

TABLE 9 (Continued)

Summary of Covariance Analysis Results - Grade 3

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-test Means
UPPER 25% OF DISTRIBUTION CONT'D																	
	ESEA TEAM	STAN.WD.	PRIM.II	2-66	5-67	63	16.2		2.7	24.0		3.6	2.7	3.6	.9	23.5	F =1.4 P> .05
	ESEA-SB28	MNG.	W/X	2-66	5-67	34	14.5		2.6	21.1		3.1	2.6	3.1	.5	22.0	NOT SIGNIFICANT
	ESEA TEAM	STAN. WD.	PRIM.II	5-66	5-67	72	21.1		3.1	22.9		3.5	3.1	3.5	.4	22.3	F = .3 P> .05
	ESEA-SB28	MNG.	W/X	5-66	5-67	38	17.6		2.8	22.0		3.3	2.8	3.3	.5	23.2	NOT SIGNIFICANT
3	ESEA TEAM	STAN.PARA.	PRIM.II	2-66	5-66	70	24.4		2.4	28.5		2.7	2.4	2.7	.3	28.6	F = 4.134 P< .05
	ESEA-SB28	MNG.	W/X	2-66	5-66	31	24.8		2.5	25.4		2.5	2.5	2.5	.0	25.0	SIGNIFICANT DIFF
	ESEA TEAM	STAN.PARA.	PRIM.II	2-66	5-67	70	24.4		2.4	40.1		3.4	2.4	3.4	1.0	40.3	F = .1 P> .05
	ESEA-SB28	MNG.	W/X	2-66	5-67	31	24.8		2.5	39.9		3.4	2.5	3.4	.9	39.6	NOT SIGNIFICANT
	ESEA TEAM	STAN. PARA.	PRIM.II	5-66	5-67	69	35.4		3.1	40.8		3.5	3.1	3.5	.4	39.7	F =.5 P> .05
	ESEA-SB28	MNG.	W/X	5-66	5-67	31	30.3		2.8	38.6		3.3	2.8	3.3	.5	41.1	NOT SIGNIFICANT
3	ESEA TEAM	STAN.WD.	PRIM.II	2-66	5-66	66	35.5		2.8	37.2		3.0	2.8	3.0	.2	36.4	F = 3.3 P >.05
	ESEA-SB28	STSK	W/X	2-66	5-66	32	32.8		2.5	38.0		3.1	2.5	3.1	.6	39.7	NOT SIGNIFICANT
	ESEA TEAM	STAN.WD.	PRIM.II	2-66	5-67	66	35.5		2.8	42.5		3.6	2.8	3.6	.8	41.7	F = .8 P> .05
	ESEA-SB28	STSK	W/X	2-66	5-67	32	32.8		2.5	42.0		3.5	2.5	3.5	1.0	43.7	NOT SIGNIFICANT
	ESEA TEAM	STAN.WD.	PRIM.II	5-66	5-67	68	41.1		3.4	45.2		3.9	3.4	3.9	.5	46.0	F = 2.1 P> .05
	ESEA-SB28	STSK	W/X	5-66	5-67	33	43.4		3.6	44.8		3.9	3.6	3.9	.3	43.2	NOT SIGNIFICANT
3	ESEA TEAM	STAN.	PRIM.II	2-66	5-66	44	12.4		2.9	16.2		3.3	2.9	3.3	.4	16.1	F = 1.2 P> .05
	ESEA-SB28	SPELLING	W/X	2-66	5-66	28	12.2		2.9	14.8		3.2	2.9	3.2	.3	15.0	NOT SIGNIFICANT
	ESEA TEAM	STAN.	PRIM.II	2-66	5-67	44	12.4		2.9	24.3		4.2	2.9	4.2	1.3	24.3	F = .03 P> .05
	ESEA-SB28	SPELLING	W/X	2-66	5-67	28	12.2		2.9	24.0		4.2	2.9	4.2	1.3	24.0	NOT SIGNIFICANT
	ESEA TEAM	STAN.	PRIM.II	5-66	5-67	43	18.1		3.5	25.4		4.4	3.5	4.4	.9	25.3	F = .2 P> .05
	ESEA-SB28	SPELLING	W/X	5-66	5-67	27	16.3		3.3	25.5		4.6	3.3	4.6	1.3	25.8	NOT SIGNIFICANT
LOWER 25% OF DISTRIBUTION																	
3	ESEA TEAM	STAN.WD.	PRIM.II	2-66	5-66	58	2.4		1.3	9.8		1.9	1.3	1.9	.06	9.9	F = 0.8 P> .05
	ESEA-SB28	MNG.	W/X	2-66	5-66	38	2.7		1.4	9.1		1.8	1.4	1.8	.04	9.0	NOT SIGNIFICANT
3	ESEA TEAM	STAN.WD.	PRIM.II	2-66	5-67	58	2.4		1.3	16.2		2.7	1.3	2.7	.14	16.3	F = 1.5 P> .05
	ESEA-SB28	MNG.	W/X	2-66	5-67	38	2.7		1.4	14.9		2.6	1.4	2.6	.12	14.7	NOT SIGNIFICANT
3	ESEA TEAM	STAN.WD.	PRIM.II	5-66	5-67	70	5.7		1.7	16.0		2.7	1.7	2.7	.10	16.3	F = 4.5 P <.05
	ESEA-SB28	MNG.	W/X	5-66	5-67	40	6.8		1.7	14.0		2.5	1.7	2.5	.08	13.5	SIGNIFICANT DIFF

TABLE 9 (Continued)

Summary of Covariance Analysis Results - Grade 3

Grade	Study Groups Compared	Standardized Test Administered: Test	Standardized Test Administered: Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Same Group Pre-Post Gr. Eq. Mean Difference: Post Gr. Eq.	Same Group Pre-Post Gr. Eq. Mean Difference: Gain Gr. Eq.	Adjusted Post-test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-test Means
LOWER 25% OF DISTRIBUTION CONT'D																	
3	ESEA TEAM ESEA-SB 28	STAN. PARA. MNG.	PRIMI W/X	2-66 2-66	5-66 5-66	70 33	5.1 4.8		1.6 1.6	13.3 13.1		2.3 2.3	1.6 1.6	2.3 2.3	.07 .07	13.3 13.3	F = 0.0 P> .01 NOT SIGNIFICANT
3	ESEA TEAM ESEA-SB28	STAN. PARA. MNG.	PRIMI W/X	2-66 2-66	5-67 5-67	70 33	5.1 4.8		1.6 1.6	27.6 23.5		4.2 3.6	1.6 1.6	4.2 3.6	.26 .20	27.5 23.7	F = 3.6 P> .05 NOT SIGNIFICANT
3	ESEA TEAM ESEA-SB 28	STAN. PARA. MNG.	PRIMI W/X	5-66 5-66	5-67 5-67	65 33	8.0 6.2		1.8 1.7	26.4 22.5		3.8 3.5	1.8 1.7	3.8 3.5	.20 .18	26.4 22.3	F = 4.5 P< .05 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB 28	STAN. WD. STSK	PRIMI W/X	2-66 2-66	5-66 5-66	66 31	12.7 12.2		2.3 2.1	23.3 22.2		3.5 3.3	2.3 2.1	3.5 3.3	.12 .12	23.3 22.2	F = .5 P >.05 NOT SIGNIFICANT
3	ESEA TEAM ESEA-SB 28	STAN. WD. STSK	PRIMI W/X	2-66 2-66	5-67 5-67	66 31	12.7 12.2		2.3 2.1	31.3 26.3		5.1 3.8	2.3 2.1	5.1 3.8	.28 .17	31.4 26.2	F = 5.0 P< .05 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB28	STAN. WD. STSK	PRIMI W/X	5-66 5-66	5-67 5-67	74 36	18.7 18.8		2.9 2.9	29.4 25.1		4.4 3.7	2.9 2.9	4.4 3.7	.15 .08	29.4 25.1	F = 6.5 P< .05 SIGNIFICANT DIFF
3	ESEA TEAM ESEA-SB 28	STAN. SPELL.	PRIMI W/X	2-66 2-66	5-66 5-66	39 36	1.5 1.6		1.3 1.3	4.3 3.8		1.5 1.5	1.3 1.3	1.5 1.5	.02 .02	4.3 3.8	F = .8 P>.05 NOT SIGNIFICANT
3	ESEA TEAM ESEA-SB 28	STAN. SPELL.	PRIMI W/X	2-66 2-66	5-67 5-67	39 36	1.5 1.6		1.3 1.3	11.7 9.8		2.1 1.9	1.3 1.3	2.1 1.9	.08 .06	11.7 9.8	F = 1.4 P> .05 NOT SIGNIFICANT
3	ESEA TEAM ESEA-SB 28	STAN. SPELL.	PRIMI W/X	5-66 5-66	5-67 5-67	41 29	2.6 2.3		1.4 1.3	11.3 7.6		2.0 1.8	1.4 1.3	2.0 1.8	.06 .05	11.1 7.8	F = 4.7 P < .05 SIGNIFICANT DIFF

TABLE 10

Summary of Covariance Analysis Results - Grade 4

Grade	Study Groups Compared	Standardized Test Administered: Test	Standardized Test Administered: Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Same Group Pre-Post Gr. Eq. Mean Difference: Post Gr. Eq.	Same Group Pre-Post Gr. Eq. Mean Difference: Gain Gr. Eq.	Adjusted Post-Test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-Test Means
TOTAL	DISTRIBUTION	OF SCORES															
4	ESEA TEAM	Metro Wd. Knowl.	Elem	10-66	5-67	109	20.6	8.8	3.5	27.6	9.3	4.2	3.5	4.2	.7	25.6	F = 1.2 P > .05 NOT SIGNIFICANT
	ESEA NO TEAM			10-66	5-67	233	19.2	9.3	3.2	25.3	10.2	3.9	3.2	3.9	.7	24.5	
	ESEA-SB 28			10-66	5-67	330	17.0	7.9	3.1	23.7	9.4	3.7	3.1	3.7	.6	24.9	
4	ESEA TEAM	Metro Rdg.	Elem	10-66	5-67	109	16.1	6.7	3.4	21.6	7.5	3.9	3.4	3.9	.5	21.0	F = 4.8 P > .01 SIGNIFICANT DIFF AMONG MEANS
	ESEA NO TEAM			10-66	5-67	233	15.5	7.9	3.4	21.9	8.6	3.9	3.4	3.9	.5	21.7	
	ESEA-SB 28			10-66	5-67	330	14.7	6.2	3.3	19.8	7.1	3.6	3.3	3.6	.3	20.1	
UPPER	25% OF DISTRIBUTION																
4	ESEA FULL, NOTT.	Metro Elem Wd. Knowl.	C/A Pre Post	10-66	5-67	53	32.7		4.9	38.1		5.2	4.9	5.2	0.3	37.1	F = 1.9 P > .05 NOT SIGNIFICANT
	ESEA-SB 28			10-66	5-67	51	30.2		4.5	37.4		5.2	4.5	5.2	0.7	38.4	
4	ESEA FULL, NOTT.	Metro Rdg.	C/A Pre Post	10-66	5-67	50	27.4		4.5	29.9		4.9	4.5	4.9	0.4	28.0	F = .6 P > .05 NOT SIGNIFICANT
	ESEA-SB 28			10-66	5-67	83	23.1		4.0	25.8		4.4	4.0	4.4	0.4	27.0	
LOWER	25% OF DISTRIBUTION																
4	ESEA FULL, NO T.	Metro Elem Word Know	Pre Post / C A	10-66	5-67	64	8.9		2.4	16.8		3.1	2.4	3.1	0.7	16.63	F = .35 P > .05 NOT SIGNIFICANT
	ESEA-SB28			10-66	5-67	93	8.0		2.3	16.0		3.1	2.3	3.1	0.8	16.08	
4	ESEA FULL, N.T.	Metro Elem Reading	Pre Post	10-66	5-67	85	8.1		2.3	17.2		3.1	2.3	3.1	0.8	23.9	F = 3.86 P < .05 NOT SIGNIFICANT
	ESEA-SB28			10-66	5-67	83	23.1		3.6	25.8		4.0	3.6	4.0	0.4	18.9	

TABLE 11

Summary of Covariance Analysis Results - Grade 5

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo.	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo.	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain	Adjusted Post-Test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-Test Means
									%ile			%ile			%ile		
									% Rank Natl Norm			% Rank Natl Norm					
TOTAL DISTRIBUTION																	
5	ESEA TEAM	STEP RDG	4 A/B	10-66	5-67	110	30.9	12.3	29	36.9	11.9	34			5	35.7	F = 2.3 P > .05 (F05 11,307 = 3.8) NOT SIGNIFICANT
	ESEANoTEAM			10-66	5-67	281	28.8	12.4	27	36.1	12.2	32			5	36.5	
	ESEA-SB 28			10-66	5-67	867	26.6	12.7	23	34.9	12.9	32			9	36.9	
	ESEA-SB 28 COMPARISON			10-66	5-67	308	31.7	13.0	31	37.6	11.9	36			5	35.8	
				10-66	5-67	247	30.4	12.2	29	36.0	12.1	32			3	35.2	
5	ESEA TEAM	SCAT VERBAL (PRE-CONTROL) STEP RDG.	5A 4B	10-66	5-67	110	22.0	8.0	29	36.9	11.9	34				35.6	F = 1.1 P > .05 NOT SIGNIFICANT
	ESEANoTEAM	SCAT VERBAL (PRE-CONTROL) STEP RDG.	5A 4B	10-66	5-67	281	20.6	8.4	25	36.1	12.2	32				36.4	
	ESEA-SB 28	SCAT VERBAL (PRE-CONTROL) STEP RDG.	5A 4B	10-66	5-67	867	19.0	7.6	22	34.9	12.9	32				36.8	
	ESEA-SB 28	SCAT VERBAL (PRE-CONTROL) STEP RDG.	5A 4B	10-66	5-67	308	22.7	8.7	29	37.6	11.9	36				35.5	
	COMPARISON	SCAT VERBAL (PRE-CONTROL) STEP RDG.	5A 4B	10-66	5-67	247	20.8	8.9	25	36.0	12.1	32				36.0	
UPPER 25% OF DISTRIBUTION									%ile			%ile					
5	ESEANoT.T.	PRESCAT VERBAL	5A	10-66	5-67	69	32.4		54	49.3		58				49.2	F = 1.50 P > .05 NOT SIGNIFICANT
	ESEA-SB 28	POST-STEP RDG.	4B	10-66	5-67	86	29.8		47	47.4		51				49.6	
	SB-28 ONLY			10-66	5-67	85	33.9		61	48.7		58				47.3	
	COMPARISON			10-66	5-67	60	33.5		61	48.7		58				47.6	
5	ESEANoT.T.	STEP RDG.	4 A/B	10-66	5-67	74	46.1		56	48.6		58			2	49.3	F = 2.40 P > .05 NOT SIGNIFICANT
	ESEA-SB 28			10-66	5-67	90	45.7		56	49.9		60			4	50.9	
	SB-28 ONLY			10-66	5-67	77	49.9		67	50.0		60			7	48.4	
	COMPARISON			10-66	5-67	62	47.9		61	50.7		63			2	50.4	

Summary of Covariance Analysis Results - Grade 5

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo %ile	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo %ile	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-test Means
LOWER 25% OF DISTRIBUTION																	
5	ESEA no Team	PreSCAT Verbal	5A	10-66	5-67	73	11.0		7	24.6		18				24.4	F = 1.1 P > .05 NOT SIGNIFICANT
	ESEA-SB 28			10-66	5-67	81	10.0		4	24.7		18				25.4	
	SB-28 only	Post STEP Rdg.	4B	10-66	5-67	71	11.9		8	27.8		22				26.9	
	Comparison			10-66	5-67	60	10.4		4	24.8		18				25.1	
5	ESEA no Team	STEP Rdg.	4 A/B	10-66	5-67	73	15.7		5	25.1		18			13	25.1	F = 2.1 P > .05 NOT SIGNIFICANT
	ESEA-SB 28			10-66	5-67	98	13.8		2	25.1		18			16	26.1	
	SB-28 only			10-66	5-67	80	17.1		7	27.2		21			14	26.4	
	Comparison			10-66	5-67	60	16.7		7	23.8		17			10	23.3	

TABLE 12

Summary of Covariance Analysis Results - Grade 6

Grade	Study Groups Compared	Standardized Test Administered: Test	Level	Pre Test Date	Post Test Date	Pre: N	Pre: Mean	Pre: Std. Dev.	Pre: Gr. Eq. Yr. Mo	Post: Mean	Post: Std. Dev.	Post: Gr. Eq. Yr. Mo	Same Group Pre-Post Gr. Eq. Mean Difference: Pre Gr. Eq.	Post Gr. Eq.	Gain Gr. Eq.	Adjusted Post-test Means	Covariance Analysis of Test Differences Between Study Groups on Adjusted Post-test Means
TOTAL	DISTRIBUTION																
6	ESEA TEAM	STANFORD	INT II	10-66	5-67	98	14.5	6.3	4.4	18.5	8.1	5.1	4.4	5.1	.7	18.0	F = 0.6 P > .05 NOT SIGNIFICANT
	ESEANoTEAM	WD. MNG.		10-66	5-67	223	14.8	6.9	4.4	19.4	8.5	5.1	4.4	5.1	.7	18.6	
	ESEA-SB 28			10-66	5-67	299	13.1	6.3	4.1	17.4	8.0	4.7	4.1	4.7	.6	18.2	
6	ESEA TEAM	STANFORD	INT II	10-66	5-67	98	20.8	8.3	4.3	23.5	9.2	4.7	4.3	4.7	.4	23.2	F = 2.5 P > .05 (F05 2,616 = 3.9) NOT SIGNIFICANT
	ESEANoTEAM	PARA MNG.		10-66	5-67	223	22.0	9.5	4.4	26.1	10.4	4.9	4.4	4.9	.5	24.9	
	ESEA-SB 28			10-66	5-67	299	19.4	7.2	4.1	22.8	9.0	4.6	4.1	4.6	.5	23.8	
6	ESEA TEAM	LORGE VERB. D (PRE-CONTROL) STANFORD PARA. MNG.	INT II	10-66	5-67	98	83.0		14%ILE	23.5	9.2	4.7				23.7	F = 6.5 P < .01 SIGNIFICANT DIFF AMONG MEANS
6	ESEANoTEAM	LORGE VERB. D (PRE-CONTROL) STANFORD PARA. MNG.	INT II	10-66	5-67	223	86.1		19%ILE	26.1	10.4	4.9				25.8	
6	ESEA-SB 28	LORGE VERB. D (PRE-CONTROL) STANFORD PARA. MNG.	INT II	10-66	5-67	299	83.4		14%ILE	22.8	9.0	4.7				22.9	
UPPER	25% OF DISTRIBUTION																
6	ESEANoTEAM	STAN. WD.	INT II	10-66	5-67	56	24.0		5.7	28.7		6.7	5.7	6.7	1.0	27.8	F = 5.7 P < .05 (F01 1,122 = 6.90) SIGN. DIFF
	ESEA-SB 28	MNG.		10-66	5-67	69	21.9		5.4	24.3		5.9	5.4	5.6	.2	25.0	
	ESEANoTEAM	STAN PARA	INT II	10-66	5-67	60	34.6		6.1	36.9		6.4	6.1	6.4	.3	33.7	F = .03 P > .05 NOT SIGNIFICANT
	ESEA-SB 28	MNG.		10-66	5-67	75	29.3		5.3	31.5		5.7	5.3	5.7	.4	34.0	
LOWER	25% OF DISTRIBUTION																
6	ESEANoTEAM	STAN WD	INT II	10-66	5-67	50	6.8		3.2	11.9		3.9	3.2	3.9	.7	11.4	F = 1.639 P > .05 NOT SIGNIFICANT
	ESEA-SB 28	MNG		10-66	5-67	73	5.9		3.0	12.4		3.9	3.0	3.9	.9	12.7	
	ESEANoTEAM	STAN PARA	INT II	10-66	5-67	56	11.6		2.9	19.3		4.1	2.9	4.1	1.2	19.2	F = 3.2 P > .05 NOT SIGNIFICANT
	ESEA-SB 28	MNG		10-66	5-67	76	11.3		2.8	17.3		3.8	2.8	3.8	1.0	17.3	

Only results from grade levels where inter-group comparisons were based on similar patterns of study groups should be combined in formulating conclusions; e.g., the ranking which a study group receives in a two-group comparison must not be equated with a ranking in a four-group comparison.

Table 13, below, presents a summary of the results of covariance analyses at grades 2, 3, and 5 where the patterns inter-group comparisons which were made are the same.

This table presents the adjusted mean values, inter-group rank of that adjusted mean value, F ratios and P (probability) values for total-distribution covariance analyses in which significant differences occurred.

TABLE 13

Adjusted Means, Ranks, F Ratios and P Values from Covariance Analyses of Total Distributions of Scores at Grades 2, 3, and 5 Remedial and Corrective Project - Elementary 1966-67

Grade And Test Variable	Covariance Analysis Study Groups: ESEA, Team Teaching Mean* (Rank)	ESEA, SB 28 Mean* (Rank)	SB 28 only Mean* (Rank)	Comparison (Regular Program) Mean* (Rank)	F Ratio (P)
Grade 2:					
SAT Word Meaning	13.7 (1)	12.9 (3)	13.2 (2)	11.7 (4)	6.7 (<.01)
SAT Paragraph Meaning	21.1 (2)	19.2 (3)	21.8 (1)	19.0 (4)	7.6 (<.01)
SAT Word Study Skills	30.6 (2)	28.7 (3)	30.8 (1)	27.1 (4)	11.3 (<.01)
SAT Spelling	10.0 (2)	10.3 (1)	9.2 (3)	7.5 (4)	12.7 (<.01)
Grade 3:					
SAT Word Meaning	19.5 (2)	17.6 (4)	20.3 (1)	19.0 (3)	6.3 (<.01)
SAT Paragraph Meaning	31.9 (2)	30.1 (4)	32.7 (1)	30.9 (3)	3.1 (<.05)
Grade 5: STEP Reading	Team / No Team	(No Significant Differences)			

*Adjusted value from covariance analyses.

Significant inter-group differences between adjusted means were found for all subtests at grades 2 and 3 but not for the STEP Reading Test at grade 5. A composite of the rankings would indicate that the "SB 28 only" group and the "ESEA, Team Teaching" group are roughly equal at grade 2 followed by the "ESEA-SB 28" and "Comparison" groups in that order. At grade 3, both "SB 28 only" ranks are the highest; both of those for the "ESEA, Team Teaching" group are of second rank.

Caution should be used in interpreting each of the rank and/or mean differences presented. Examination of the differences between adjusted means will reveal that, while the maximum difference may be 2 or more raw score points, some differences between groups are found in the first decimal position. This is the

case with all of the differences between adjusted means of the "SB 28 only" group and the "ESEA Team Teaching" group. The statistical output of the covariance analyses (the F ratio) will indicate whether or not one or more of the groups differs significantly from one or more of the others but no indication is given regarding specifically which of the 5 possible two-group comparisons (A vs. B, A vs. C, A vs. D, B vs. C, or B vs. D) are statistically significant in magnitude. Obviously, the greatest confidence should be placed in the significance of the largest differences.

Another important point to be kept in mind in interpreting these results is that they are based on a one year study. The conclusiveness of the observed tendencies would be greatly strengthened by the appearance of similar findings in the coming-year's study.

Tables 14 and 15 present data parallel to that in Table 13 regarding covariance analysis results for the upper 25% of the score distributions and the lower 25% of the score distributions. These data have pertinence to analyzing the effectiveness of the various approaches with specific regard to students of above average skill levels and students manifesting the most severe learning problems.

The results in Table 14 for the upper 25% groups generally parallel those observed on Table 13 for the total score distribution. However, there are fewer significant differences and differences between groups on adjusted means are somewhat larger. Inter-group comparisons at the lower 25% level also revealed fewer significant differences and, in the latter case, there is a shift in the ranking of groups. The "ESEA, Team Teaching" group tends to rank highest. The "ESEA-SB 28" group tends to rank slightly above the "SB 28 only" group at this level.

A second type of analysis is presented on Tables 16-19. An assumption underlying the rationale of this analysis approach is that students' apparent achievement growth rate may be reasonably estimated from their previous rate of growth as it is reflected in their status at pre test; e.g., observed pre-project mean grade equivalent test score divided by actual pre-project grade placement. To illustrate this procedure, at pre test the Word Reading mean grade equivalent of the current second grade was 1.6. Their actual grade placement at that time was 1.9. Therefore, $\frac{1.6}{1.9}$ yields an estimate of the groups' average achievement growth rate prior to the beginning of the project. Expressed as a decimal value it was approximately .8. In other words, during a given 10-month school year, this group would be expected to gain only 8 months, or .8 grade equivalent units, if they were to continue to progress at the same rate. This factor may, therefore, be multiplied times the actual grade placement at post test to yield an expected post-project mean grade equivalent. By comparing the "expected" value with the actual or observed mean grade equivalent, it is possible to judge whether or not the group has increased their previous rate of achievement growth; equaled it; or failed to.

Table 16 presents expectancy projections for grades 2, 3, 4, and 6 on "Word" and "Paragraph" subtests. In all, there are 28 of these sub-analyses. Examination of this table will reveal considerable variations between and within groups. Table 18, on following page, presents a tabulation of the numbers and percentages of "observed-versus-expectancy" values falling in three categories: + (above expectancy), 0 (at expectancy), - (below expectancy)

TABLE 14

ADJUSTED MEANS, RANKS, F RATIOS, AND P VALUES FOR COVARIANCE ANALYSES OF UPPER 25% OF SCORE DISTRIBUTIONS AT GRADES 2, 3, AND 5

GRADE AND TEST VARIABLE	COVARIANCE ANALYSES STUDY GROUPS: ESEA Team Teaching Mean*	(Rank)	ESEA - SB 28 Mean*	(Rank)	SB 28 Only Mean*	(Rank)	Comparison (Regular) Mean*	(Rank)	F Ratio (P)
GRADE 2:									
SAT Word Meaning			(No significant differences)						
SAT Paragraph Meaning	29.7	(2)	29.1	(3)	33.2	(1)	28.2	(4)	4.4 (<.01)
SAT Word Study Skills	38.8	(2)	37.7	(3)	43.6	(1)	34.4	(4)	7.8 (<.01)
SAT Spelling	16.0	(3)	19.6	(1)	17.5	(2)	14.5	(4)	5.5 (<.05)
GRADE 3:									
SAT Word Meaning	22.3	(4)	23.4	(3)	25.0	(1)	24.5	(2)	3.5 (<.05)
SAT Paragraph Meaning			(No significant differences)						
GRADE 5:	Team | No Team								
STEP Reading			(No significant differences)						

* Adjusted value from covariance analyses.

TABLE 15

ADJUSTED MEANS, RANKS, F RATIOS, AND P VALUES FOR COVARIANCE ANALYSES OF LOWER 25% OF SCORE DISTRIBUTIONS AT GRADES 2, 3, AND 5

GRADE AND TEST VARIABLE	COVARIANCE ANALYSES STUDY GROUPS: ESEA Team Teaching Mean*	(Rank)	ESEA - SB 28 Mean*	(Rank)	SB 28 Only Mean*	(Rank)	Comparison (Regular) Mean*	(Rank)	F Ratio (P)
GRADE 2:									
SAT Word Meaning	9.5	(2)	10.2	(1)	9.4	(3)	7.5	(4)	3.6 (<.05)
SAT Paragraph Meaning	16.5	(1)	12.5	(4)	14.2	(2)	13.3	(3)	4.9 (<.01)
SAT Word Study Skills			(No significant differences)						
SAT Spelling			(No significant differences)						
GRADE 3:									
SAT Word Meaning			(No significant differences)						
SAT Paragraph Meaning	26.2	(1)	23.0	(2)	22.3	(3)	21.6	(4)	3.9 (<.01)
GRADE 5:	Team | No Team								
STEP Reading			(No significant differences)						

* Adjusted value from covariance analyses.

TABLE 16

EXPECTED COMPARED WITH ACTUAL POST-TEST GRADE EQUIVALENT ACHIEVEMENT GAINS FOR TOTAL DISTRIBUTIONS FOR GRADES 2, 3, 4, AND 6 STUDY GROUPS

GRADE	STUDY GROUP	TEST ADMINISTERED (STAN.= STANFORD)	PRE TEST DATE	POST TEST DATE	PREPROJECT ACTUAL GRADE STATUS	OBSERVED PREPROJECT MEAN GR.EQ. TEST SCORE	APPARENT ACHIEVEMENT GROWTH RATE (OBSERVED PRE-PROJECT MEAN GR.EQ. TEST SCORE DIVIDED BY ACTUAL PRE-PROJECT STATUS)	POST-PROJECT ACTUAL GRADE STATUS	EXPECTED POST-PROJECT MEAN GR.EQ. SCORE (POST-PROJECT GRADE STATUS MULTIPLIED BY APPARENT ACH. GROWTH RATE)	OBSERVED POST-PROJECT MEAN GR. EQ. SCORE	GAIN RELATED TO EXPECTED POST-PROJECT MEAN GR.EQ. SCORE - (OBSERVED POST-PROJECT MEAN GR.EQ. SCORE MINUS EXPECTED POST-PROJ.MEAN GR.EQ.SC.)
2	ESEA FULL 3/2	STAN. WD. RDG	5/66	5/67	1.9	1.6	.8	2.9	2.3	2.5	YR. MO. +.2 OVER EXPECTED POST-PROJ. ACHIEVEMENT LEVEL
	ESEA SB 28	" " "	"	"	1.9	1.5	.8	2.9	2.3	2.3	0.0 OBSERVED GAIN EQUALS EXPECTED ACHIEVEMENT LEVEL
	SB 28 ONLY	" " "	"	"	1.9	1.6	.8	2.9	2.3	2.5	+.2
	COMPARISON	" " "	"	"	1.9	1.5	.8	2.9	2.3	2.0	-.3 UNDER EXPECTED POST-PROJ. ACHIEVEMENT LEVEL
	ESEA FULL 3/2	STAN. PARAGRAPH MEANING	5/66	5/67	1.9	1.6	.8	2.9	2.3	2.2	-.1
	ESEA SB 28	" "	"	"	1.9	1.6	.8	2.9	2.3	2.1	-.2
	SB 28 ONLY	" "	"	"	1.9	1.6	.8	2.9	2.3	2.3	0.0
	COMPARISON	" "	"	"	1.9	1.6	.8	2.9	2.3	2.1	-.2
GRADE 3	ESEA FULL	STAN. WD. RDG.	5/66	5/67	2.9	2.3	.79	3.9	3.1	3.0	-.1
	ESEA SB 28	" " "	"	"	2.9	2.1	.72	3.9	2.8	2.7	-.1
	SB 28 ONLY	" " "	"	"	2.9	2.3	.79	3.9	3.1	3.1	0.0
	COMPARISON	" " "	"	"	2.9	2.1	.72	3.9	2.8	2.9	+.1
	ESEA FULL	STAN. PARA. MNG.	5/66	5/67	2.9	2.1	.72	3.9	2.8	2.9	+.1
	ESEA SB 28	" " "	"	"	2.9	2.0	.69	3.9	2.7	2.7	0.0
	SB 28 ONLY	" " "	"	"	2.9	2.2	.76	3.9	3.0	2.7	-.3
	COMPARISON	" " "	"	"	2.9	2.1	.72	3.9	2.8	2.7	-.1
GRADE 4	ESEA WITH TEAM	METRO. WORD KNOWLEDGE	10/66	5/67	4.1	3.5	.9	4.9	4.4	4.2	-.2
	ESEA NO TEAM	" "	"	"	4.1	3.2	.8	4.9	3.9	3.9	0.0
	ESEA SB 28	" "	"	"	4.1	3.1	.8	4.9	3.9	3.7	-.2
	ESEA WITH TEAM	METRO. RDG.	10/66	5/67	4.1	3.4	.8	4.9	3.9	3.9	0.0
	ESEA NO TEAM	" "	"	"	4.1	3.4	.8	4.9	3.9	3.9	0.0
	ESEA SB 28	" "	"	"	4.1	3.3	.8	4.9	3.9	3.6	-.3
GRADE 6	ESEA WITH TEAM	STAN. WD. RDG.	10/66	5/67	6.1	4.4	.7	6.9	4.8	5.1	+.3
	ESEA NO TEAM	" " "	"	"	6.1	4.4	.7	6.9	4.8	5.1	+.3
	ESEA SB 28	" " "	"	"	6.1	4.1	.7	6.9	4.8	4.7	-.1
	ESEA WITH TEAM	STAN. PARA.MNG.	10/66	5/67	6.1	4.3	.7	6.9	4.8	4.7	-.1
	ESEA NO TEAM	" " "	"	"	6.1	4.4	.7	6.9	4.8	4.9	+.1
	ESEA SB 28	" " "	"	"	6.1	4.1	.7	6.9	4.8	4.6	-.2

TABLE 18

Numbers and Percentages of Study Group Post Test Means Falling "Above", "At" or "Below" Expectancy (Grades 2, 3, 4, and 6)

	Study Groups					
	ESEA Team Teaching	ESEA No Team	ESEA SB 28	SB 28 only	Comparison	Combined
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
+ Above Expectancy	3 (38)	2 (50)	0 -	1 (25)	1 (25)	7 (25)
0 At Expectancy	1 (13)	2 (50)	2 (25)	2 (50)	0 -	7 (25)
- Below Expectancy	4 (50)	0 -	6 (75)	1 (25)	3 (75)	14 (50)
Total Comparisons	8	4	8	4	4	28

For all groups combined, one-fourth of the post test means were above predicted levels; one-fourth were at the predicted level; and one-half were below predicted levels. Across-group differences are evident with the "SB 28 only" and "ESEA No Team" groups showing the most positive tendencies. These results are in <u>general</u> agreement with those observed in the covariance analysis results.

Table 19, on following page, is of interest in that it presents expectancy projections over a 3 semester period for grade 3. Only the two groups which became involved in the ESEA program in February, 1966, are included since data were not available for the other study groups at the 2/66 baseline. Of the 24 "observed-versus-expected" post test mean comparisons, 14 are "above expectancy"; 6 are "at expectancy" and 4 are "below expectancy". Seventy-five percent of the "ESEA, Team Teaching" comparisons are in the "above expectancy" category as compared to 42% of those for the "ESEA-SB 28" group. Both groups had 2 "below expectancy" post test means. The overall patterns for both groups are quite positive in the sense that these data suggest an augmented <u>rate</u> of progress during the 3 semester period.

TABLE 19

EXPECTED COMPARED WITH ACTUAL POST-TEST GRADE EQUIVALENT ACHIEVEMENT GAINS FOR TOTAL DISTRIBUTIONS FOR GRADE 3 STUDY GROUP

GRADE	STUDY GROUP	TEST ADMINISTERED STAN.= STANFORD	PRE TEST DATE	POST TEST DATE	PREPROJECT ACTUAL GRADE STATUS	OBSERVED PREPROJECT MEAN GR. EQ. TEST SCORE	APPARENT ACHIEVEMENT GROWTH RATE (OBSERVED PRE-PROJECT MEAN GR. EQ. TEST SCORE DIVIDED BY ACTUAL PRE-PROJECT STATUS)	POST-PROJECT ACTUAL GRADE STATUS	EXPECTED POST-PROJECT MEAN GR. EQ. SCORE (POST-PROJECT GRADE STATUS MULTIPLIED BY APPARENT ACH. GROWTH RATE)	OBSERVED POST-PROJECT MEAN GR. EQ. SCORE	GAIN RELATED TO EXPECTED POST-PROJECT MEAN GR. EQ. SCORE. (OBSERVED POST-PROJECT MEAN GR. EQ. SCORE MINUS EXPECTED POST-PROJECT MEAN GR. EQ. SCORE)
3	ESEA FULL	STAN. WD. MNG.	2/66	5/66	2.6	1.8	.7	2.9	2.0	2.3	YR. MO. +.3 OVER EXPECTED POST-PROJ. ACHIEVEMENT LEVEL
	ESEA-SB 28	" " "	2/66	5/66	2.6	1.8	.7	2.9	2.0	2.1	+.1
	ESEA FULL	STAN. WD. MNG.	2/66	5/67	2.6	1.8	.7	3.9	2.7	3.0	+.3
	ESEA-SB 28	" " "	"	"	2.6	1.8	.7	3.9	2.7	2.7	0.0 OBSERVED GAIN EQUALS EXPECTED ACH. LEVEL.
	ESEA FULL	STAN. WORD MNG.	5/66	5/67	2.9	2.3	.8	3.9	3.1	3.0	-.1 UNDER POST-PROJECT EXPECTED ACHIEVEMENT LEVEL.
	ESEA-SB 28	" " "	5/66	5/67	2.9	2.1	.7	3.9	2.7	2.7	0.0
3	ESEA FULL	STAN. PARA.HNG.	2/66	5/66	2.6	1.8	.7	2.9	2.0	2.2	+.2
	ESEA-SB 28	" " "	"	"	2.6	1.8	.7	2.9	2.0	2.0	0.0
	ESEA FULL	" " "	2/66	5/67	2.6	1.8	.7	3.9	2.7	2.9	+.2
	ESEA-SB 28	" " "	"	"	2.6	1.8	.7	3.9	2.7	2.7	0.0
	ESEA FULL	" " "	5/66	5/67	2.9	2.1	.7	3.9	2.7	2.9	+.2
	ESEA-SB 28	" " "	"	"	2.9	2.0	.7	3.9	2.7	2.7	0.0
3	ESEA FULL	STAN. WORD STUDY SKILLS	2/66	5/66	2.6	1.8	.7	2.9	2.0	2.4	+.4
	ESEA-SB 28	" "	"	"	2.6	1.7	.7	2.9	2.0	2.4	+.4
	ESEA FULL	" "	2/66	5/67	2.6	1.8	.7	3.9	2.7	2.8	+.1
	ESEA-SB 28	" "	"	"	2.6	1.7	.7	3.9	2.7	2.6	-.1
	ESEA FULL	" "	5/66	5/67	2.9	2.2	.8	3.9	3.1	2.8	-.3
	ESEA-SB 28	" "	"	"	2.9	2.3	.8	3.9	3.1	2.6	-.5
3	ESEA FULL	STAN. SPELLING	2/66	5/66	2.6	2.2	.8	2.9	2.3	2.5	+.2
	ESEA-SB 28	" "	"	"	2.6	2.0	.8	2.9	2.3	2.4	+.1
	ESEA FULL	" "	2/66	5/67	2.6	2.2	.8	3.9	3.1	3.5	+.4
	ESEA-SB 28	" "	"	"	2.6	2.0	.8	3.9	3.1	3.2	+.1
	ESEA FULL	" "	5/66	5/67	2.9	2.5	.9	3.9	3.5	3.5	0.0
	ESEA-SB 28	" "	"	"	2.9	2.4	.8	3.9	3.1	3.2	+.1

Teachers' Evaluations of Individual Students' Language Arts Skills Results

Table 20 presents April, 1967, first grade results from teachers' ratings of several skills related to the language arts program. Since no pre ratings were available at this grade level, and since the data obtained were not separated by the various treatment groups, the information presented in Table 20 reflects only a very general descriptive picture of the judgments held by teachers participating in the various ESEA and SB 28 projects in the spring of the year. These data, however, will be available as baseline data for further evaluation studies to be performed in the future. For the purposes of this analysis the nine point ratings made in Part I of the rating scale were combined as follows: Infrequently (0-3); Sometimes (4-5); and Frequently (6-9).

TABLE 20

Numbers and Percents for Teacher Ratings of First Grade Pupil Language Arts Skills (N=278)

Rating Scale Item	Infrequently (0-3)		Sometimes (4-5)		Frequently (6-9)	
	N	%	N	%	N	%
At this point in time this student:						
1. Utilizes a variety of word attack skills	85	30.6	92	33.1	101	36.3
2. Exhibits skill at word recognition	62	22.3	90	32.4	126	45.3
3. Exhibits understanding of word meanings	62	22.3	100	36.0	116	41.7
4. Comprehends what he reads	54	19.4	103	37.1	121	43.5
5. Exhibits skill at reading independently	83	29.9	87	31.3	108	38.8
6. Uses time provided for voluntary reading	96	34.5	82	29.5	100	36.0
7. Exhibits skill in reading for a variety of purposes such as:						
a. Reading for appreciation	101	36.3	82	29.5	95	34.2
b. Reading to locate information	96	34.5	82	29.5	100	36.0
c. Reading to identify main ideas	101	36.3	84	30.2	93	33.5
d. Reading for critical evaluation	129	46.4	67	24.1	82	29.5

The data provided in Table 20 indicate that the ratings spread fairly evenly across the three rating categories but with some tendency toward the high end of the scale. The highest rating fell in the areas of: skill in word recognition, understanding of word meanings, and comprehending material read. Results for the lowest rated area--"reading for critical evaluation"--were not surprising since this is a skill which is emphasized in succeeding grade levels.

Table 21 provides information obtained from teachers' ratings at the third grade level. Pre and post numbers and percentages from Part I of the rating scale are presented for a random sample 145 third graders upon whom pre (November, 1966) and post (April, 1967) data were available. Results from chi square tests of significance of the difference in pre-post rating patterns are noted in this table also. Table 21 will be found on the following page.

As indicated in Table 21, all pre-post item shifts except for item 4--"Comprehends what he reads"--were significant at the .05 level. The trend for item 4 was in the positive direction and came very close to reaching the .05 level. The findings indicate that in the judgment of the teachers serving in the various ESEA and SB 28 projects pupils did make significant gains in reading skills and achievement during the course of the school year.

Table 22 presents similar data obtained from ratings made upon grade five project pupils. The same procedures used in the analysis of grade three teacher ratings were used for this study as well. Table 22 will be found on page 35.

It will be observed from Table 22 that the tendencies for each item indicate improved pupil performance in the post ratings. However, only two items--"Exhibits skill in word recognition" and "Reading to identify main ideas"--reached the .05 level of significance in the chi square analysis. Two additional items, "Utilizes a variety of word attack skills," and "Reading to locate information" came very close to reaching the .05 level as well. While the fifth grade teacher rating results are not as dramatic as those obtained at the third grade level, the data do indicate that fifth grade teachers were of the opinion that their pupils had made definite progress in language arts skills during the course of the 1966-67 school year.

In Part II of the teachers' post rating scale, provision was made for evaluations of the extent to which students had improved in six areas. Table 23 presents data obtained from the three samples of first, third, and fifth grade pupils whose Part I data were presented in Tables 20 to 22. For the purposes of this analysis, ratings on the seven point scale were dichotomized as follows: "Shown little or no improvement" (0-3); "Shown some or marked improvement" (4-7). Table 23 will be found on page 36.

The data on reading skills presented in Table 23 correspond closely to the pre and post teacher rating information on reading skills included in Tables 21 and 22. However, it is interesting to note also that teachers at

TABLE 21

Numbers and Percents for Pre and Post Teacher Ratings of Pupil Language Arts Skills: Grade 3 (N=145)

Rating Scale Item		Infrequently (0-3)		Sometimes (4-5)		Frequently (6-9)	
		N	%	N	%	N	%
At this point in time this student:							
1. Utilizes a variety of word attack skills*	Pre	43	29.7	59	40.7	43	29.7
	Post	23	15.9	51	35.2	71	49.0
2. Exhibits skill at word recognition*	Pre	34	23.4	64	44.1	47	32.4
	Post	20	13.8	53	36.6	72	49.7
3. Exhibits understanding of word meanings*	Pre	30	20.7	58	40.0	57	39.3
	Post	14	9.7	58	40.0	73	50.3
4. Comprehends what he reads	Pre	32	22.1	52	35.9	61	42.1
	Post	17	11.72	55	37.9	73	50.3
5. Exhibits skills in reading independently*	Pre	47	32.4	46	31.7	52	35.9
	Post	22	15.2	47	32.4	76	52.4
6. Uses time provided for voluntary reading*	Pre	45	31.0	56	38.6	44	30.3
	Post	26	17.9	48	33.1	71	49.0
7. Exhibits skill in reading for a variety of purposes such as:							
A. Reading for appreciation*	Pre	48	33.1	58	40.0	39	26.9
	Post	27	18.6	51	35.2	67	46.2
B. Reading to locate information*	Pre	54	37.2	48	33.1	43	29.7
	Post	23	15.9	60	41.4	62	42.8
C. Reading to identify main ideas*	Pre	60	41.4	44	30.3	41	28.3
	Post	25	17.2	71	49.0	49	33.8
D. Reading for critical evaluation*	Pre	76	52.4	40	27.6	29	20.0
	Post	42	29.0	65	44.8	38	26.2

* Significant at .05 level

TABLE 22

Numbers and Percents for Pre and Post Teacher Ratings of Pupil Language Arts Skills: Grade 5 (N=133)

Rating Scale Item		Infrequently (0-3)		Sometimes (4-5)		Frequently (6-9)	
		N	%	N	%	N	%
At this point in time this student:							
1. Utilizes a variety of word attack skills.	Pre	28	20.9	48	35.8	58	43.3
	Post	15	11.3	57	42.9	61	45.9
2. Exhibits skill at word recognition*	Pre	22	16.4	51	38.1	61	45.5
	Post	10	7.5	54	40.6	69	51.9
3. Exhibits understanding of word meanings	Pre	28	20.9	40	29.9	66	49.3
	Post	18	13.5	47	35.3	68	51.1
4. Comprehends what he reads	Pre	21	15.7	45	33.6	68	50.7
	Post	15	11.3	45	33.8	73	54.9
5. Exhibits skill at reading independently	Pre	27	20.1	42	31.3	65	48.5
	Post	20	15.0	42	31.6	71	53.4
6. Uses time provided for voluntary reading	Pre	34	25.4	34	25.4	66	49.3
	Post	26	19.5	32	24.1	75	56.4
7. Exhibits skill in reading for a variety of purposes such as:							
A. Reading for appreciation	Pre	35	26.1	41	30.6	58	43.3
	Post	29	21.8	40	30.1	64	48.1
B. Reading to locate information	Pre	40	29.9	41	30.6	53	39.6
	Post	25	18.8	45	33.8	63	47.4
C. Reading to identify main ideas *	Pre	41	30.6	42	31.3	51	38.1
	Post	23	17.3	51	38.3	59	44.4
D. Reading for critical evaluation	Pre	50	37.3	43	32.1	41	30.6
	Post	37	27.8	46	34.6	50	37.6

* Significant at the .05 level

TABLE 23

Numbers and Percents for Teacher Ratings of Degree of Improvement In Six Areas (Grades 1, 3, and 5)

RATING SCALE ITEM	GRADE	LITTLE OR NO IMPROVEMENT		SOME OR MARKED IMPROVEMENT	
		N	%	N	%
1. General Reading Skills have shown:	1	58	20.9	220	79.1
	3	20	13.8	125	86.2
	5	31	23.3	102	76.7
2. Attendance has shown:	1	132	47.5	146	52.5
	3	66	46.2	77	53.8
	5	51	38.6	81	61.4
3. Attitude Toward School has shown:	1	87	31.3	191	68.7
	3	40	27.6	105	72.4
	5	35	26.7	96	73.3
4. General Writing Skills have shown:	1	57	20.5	221	79.5
	3	21	14.5	124	85.5
	5	32	24.8	97	75.2
5. General Speaking Skills have shown:	1	66	23.7	212	76.3
	3	27	18.6	118	81.4
	5	30	22.9	101	77.1
6. General Listening Skills have shown:	1	67	24.1	211	75.9
	3	22	15.2	123	84.8
	5	31	23.8	99	76.2

all three grade levels were of the opinion that pupils had improved significantly also in the areas of attitude toward school, and general writing, speaking, and listening skills. Pupil attendance was the one area where teachers indicated relatively minor improvement.

In general, results from pre and post teachers' ratings of pupil achievement were quite positive. Teachers felt pupils were making definite progress in reading and in the various related language arts skill areas.

Teachers' Grades Results

The results of teachers' grades for a sample of students in grades 1, 3, and 5 are presented in Tables 24, 25, and 26, found on the following pages.

First grade period one and period four grades in the areas of speaking, reading, and classroom behavior for four study groups are presented in Table 24.

It will be observed from Table 24 that there were statistically significant differences among the four study samples in both marking periods for each subject. Although time did not permit further analysis to determine the extent to which each sample differed from the other samples, some trends are suggested from the data presented: (1) Teachers in the Comparison schools tended to give fewer lower grades for each subject in each marking period; (2) there is an overall positive shift in grades from the first to fourth marking periods in each subject for each study sample; and (3) the greatest degree of improvement in students' grades appears to be in the area of Reading.

Table 25 presents similar data for grade three.

The data on third grade students' grades presented in Table 25 are similar to that presented for first grade students. It will be observed, however, that the chi square values indicate significant differences between the four study samples for only the first and fourth marking periods in Reading and the first marking period in Behavior. The same general upward trend in grades (from first to fourth marking periods) observed for first grade students is also apparent for the third graders.

Table 26 presents first and fourth period marks in Speaking, Reading, and Citizenship for grade five. It will be noted that this table includes the additional grouping of students who were enrolled in ESEA schools but not receiving the services of the teaching team approach.

The chi square values presented in Table 26 indicate significant difference at the fifth grade level among the five study groups for Speaking (marking period 4), Reading (marking periods 1 and 4), and Citizenship (marking period 1). Teachers' grades for these students again show an upward trend from first to fourth marking for each of the study samples.

TABLE 24

Distributions of Numbers, Percentages, and Chi Square Values for 1st Grade Students' Grades

SUBJECT	Study Sample	Marking Period	Unsatisfactory/ Needs Improvement N	Unsatisfactory/ Needs Improvement %	Satisfactory N	Satisfactory %	Good/ Excellent N	Good/ Excellent %	Numbers
SPEAKING	ESEA team	1	43	14.9	219	75.8	27	9.3	289
		4	18	6.2	217	75.1	54	18.7	
	ESEA SB-28	1	47	15.3	246	79.9	15	4.9	308
		4	28	9.1	235	76.3	45	14.6	
	SB-28 only	1	36	16.7	161	74.5	19	8.9	216
		4	21	9.7	146	67.6	49	22.7	
	Comparison	1	9	4.5	176	87.6	16	7.9	201
		4	7	3.5	152	75.6	42	20.9	
	Marking Period 1 X^2 = 22.452 P <.01 Marking Period 4 X^2 = 14.185 P <05								
READING (Understanding what he reads)	ESEA team	1	36	18.5	132	67.7	27	13.8	195
		4	31	15.9	92	47.2	72	36.9	
	ESEA SB-28	1	15	11.4	107	81.1	10	7.6	132
		4	9	6.8	85	64.4	38	28.8	
	SB-28 only	1	27	14.8	143	78.1	13	7.1	183
		4	22	12.0	92	50.3	69	37.7	
	Comparison	1	14	9.8	116	81.1	13	9.1	143
		4	13	9.1	94	65.7	36	25.2	
	Marking Period 1 X^2 = 13.517 P <.05 Marking Period 4 X^2 = 19.981 P <.01								
CLASSROOM BEHAVIOR	ESEA team	1	59	20.2	171	58.6	62	21.2	292
		4	42	14.4	161	55.1	89	30.5	
	ESEA SB-28	1	68	22.1	199	64.6	41	13.3	308
		4	60	19.5	200	64.9	48	15.6	
	SB-28 only	1	45	20.1	134	59.8	45	20.1	224
		4	37	16.5	115	51.3	72	32.1	
	Comparison	1	28	14.1	138	69.3	33	16.6	199
		4	22	11.1	133	66.8	44	22.1	
	Marking Period 1 X^2 = 13.094 P <.05 Marking Period 4 X^2 = 32.531 P <.001								

TABLE 25

Distributions of Numbers, Percentages and Chi Square Values for 3rd Grade Students' Grades

SUBJECT	Study Sample	Marking Period	Unsatisfactory/ Needs Improvement		Satisfactory		Good/ Excellent		Numbers
			N	%	N	%	N	%	
SPEAKING	ESEA team	1	35	15.9	143	65.0	42	19.1	220
		4	14	6.4	140	63.6	66	30.0	
	ESEA SB-28	1	41	18.2	161	71.6	23	10.2	225
		4	18	8.0	161	71.6	46	20.4	
	SB-28 only	1	16	11.0	107	73.8	22	15.2	145
		4	5	3.4	99	68.3	41	28.3	
	Comparison	1	29	17.3	111	66.1	28	16.7	168
		4	16	9.5	117	69.6	35	20.8	
	Marking Period 1 X^2 = 10.61 P > .05 Marking Period 4 X^2 = 11.59 P > .05								
READING (Understanding what he reads)	ESEA team	1	36	16.5	140	64.2	42	19.3	218
		4	27	12.4	119	54.6	72	33.0	
	ESEA-SB 28	1	38	16.8	142	62.8	46	20.4	226
		4	24	10.6	129	57.1	73	32.3	
	SB-28 only	1	24	16.6	92	63.4	29	20.0	145
		4	23	15.9	63	43.4	59	40.7	
	Comparison	1	9	5.4	121	72.0	38	22.6	168
		4	15	8.9	102	60.7	51	30.4	
	Marking Period 1 X^2 = 13.63 P < .05 Marking Period 4 X^2 = 12.87 P < .05								
CLASSROOM BEHAVIOR	ESEA team	1	45	21.0	125	58.4	44	20.6	214
		4	23	10.7	127	59.3	64	29.9	
	ESEA SB-28	1	58	25.6	118	51.9	51	22.5	227
		4	40	17.6	120	52.9	67	29.5	
	SB-28 only	1	29	19.7	76	51.7	42	28.6	147
		4	20	13.6	76	51.7	51	34.7	
	Comparison	1	49	29.2	86	51.2	33	19.6	168
		4	35	20.8	83	49.4	50	29.8	
	Marking Period 1 X^2 = 16.76 P < .02 Marking Period 4 X^2 = 10.05 P > .05								

TABLE 26

Distributions of Numbers and Percentages and Chi Square Values for 5th Grade Students' Grades

SUBJECT	Study Sample	Marking Period	Unsatisfactory/ Needs Improvement		Satisfactory		Good/ Excellent		Numbers
			N	%	N	%	N	%	
SPEAKING	ESEA team	1	4	12.1	22	66.7	7	21.2	33
		4	4	12.1	22	66.7	7	21.2	
	ESEA No team	1	7	8.1	58	67.4	21	24.4	86
		4	1	1.1	54	62.8	31	36.0	
	ESEA SB-28	1	20	18.5	74	68.5	14	12.9	108
		4	14	12.9	72	66.7	22	20.4	
	SB-28 only	1	9	8.7	75	72.1	20	19.2	104
		4	8	7.7	67	64.4	29	27.9	
	Comparison	1	8	9.4	63	74.1	14	16.5	85
		4	18	21.2	46	54.1	21	24.7	
	Marking Period 1 X^2 = 10.732				P > .05				
	Marking Period 4 X^2 = 23.712				P < .01				
READING	ESEA team	1	6	18.8	22	68.8	4	12.5	32
		4	4	12.5	18	56.3	10	31.3	
	ESEA No team	1	14	16.5	36	42.4	35	41.2	85
		4	9	10.6	34	40.0	42	49.4	
	ESEA SB-28	1	22	21.2	64	61.5	18	17.3	104
		4	20	19.2	62	59.6	22	21.2	
	SB-28 only	1	19	18.1	66	62.9	20	19.0	105
		4	13	12.4	57	54.3	35	33.3	
	Comparison	1	21	25.3	47	56.6	15	18.1	83
		4	25	30.1	35	42.2	23	27.7	
	Marking Period 1 X^2 = 24.031				P < .01				
	Marking Period 4 X^2 = 29.693				P < .001				
CITZEN-SHIP	ESEA team	1	12	36.4	12	36.4	9	27.3	33
		4	3	9.1	17	51.5	13	39.4	
	ESEA no team	1	17	19.8	35	40.7	34	39.5	86
		4	13	15.1	36	41.9	37	43.0	
	ESEA SB-28	1	25	23.4	58	54.2	24	22.4	107
		4	20	18.7	53	49.5	34	31.8	
	SB- 28 only	1	24	22.6	45	42.5	37	34.9	106
		4	19	17.9	36	33.9	51	48.1	
	Comparison	1	11	12.9	35	41.2	39	45.9	85
		4	15	17.6	30	35.3	40	47.1	
	Marking Period 1 X^2 = 25.416				P < .01				
	Marking Period 4 X^2 = 10.550				P > .05				

School Attendance Results

Attendance figures for students in grades 1, 3, and 5 are presented in Table 27.

TABLE 27

Mean Number of Students Absent per Day
for Designated Study Groups

Grade Level	Study Sample	Sample N	Mean Number and Percent of Students Absent per Day			
			Marking Period 1		Marking Period 4	
			N	%	N	%
1	ESEA with Team Teaching	295	22.8	7.7	26.3	8.9
	ESEA-SB 28	311	27.4	8.8	31.7	10.2
	SB 28 Only	226	13.3	5.9	14.9	6.6
	Comparison	202	14.3	7.1	23.8	11.8
3	ESEA with Team Teaching	223	14.9	6.7	21.2	9.5
	ESEA-SB 28	227	12.9	5.7	17.0	7.5
	SB 28 Only	148	6.7	4.5	10.4	7.0
	Comparison	166	8.1	4.9	11.0	6.6
5	ESEA with Team Teaching	33	2.2	6.6	3.0	9.1
	ESEA without Team Teaching	84	3.9	4.6	5.0	5.9
	ESEA-SB 28	86	3.7	4.3	6.3	7.3
	SB 28 Only	102	3.5	3.4	6.2	6.1
	Comparison	103	3.9	3.8	6.3	6.1

It will be observed from Table 27 that the mean number of students absent per day during the fourth marking period is greater for each grade level study group than the means for marking period one. Since time did not permit further statistical analysis on these data, it is difficult to interpret the observed differences among groups at a given marking period or the relative increases in absence rates from the first to last marking periods. It is interesting to note, however, that, contrary to the opinion of many, students in the upper grades of elementary school were absent to a lesser degree than students in the lower grades.

The data on attendance obtained during the 1966-67 school year do not appear to demonstrate a strong trend in favor of any one particular study group. However, it is anticipated that further longitudinal studies of student attendance in the future may bring to light possible factors influencing pupil attendance patterns.

RESULTS OF STUDENT SELF-RATING QUESTIONNAIRE

Random samplings of approximately one third of the fifth graders attending each of the five types of school groupings compose the study samples used in the following analyses of student "self-ratings." The Self Rating Questionnaire is a locally developed instrument designed to collect students' self-reports regarding their own work study habits, proficiency in selected skill areas, attitudes toward school, and plans for future educational and vocational pursuits (including aspirations in these areas). A copy of the questionnaire will be found in Appendix I-D.

Complete distributions of student responses will be found in Tables 1-21 in Appendix I-D. The study samples for which data are presented are:

Sample	Description
A	ESEA program including team teaching (N=30)
B	ESEA program without team teaching (N=87)
C	ESEA-SB 28 program (N=89)
D	SB 28 program (N=99)
E	Comparison or regular district program (N=78)

Three questions are of importance in studying the students' responses. One relates to the general patterns of student responses; another relates to any differences which may exist between the various samples; and the final one relates to any shifts which may occur between the pre and post ratings.

As will be observed, these data are extensive in volume. The discussion here will be limited to comments on selected tendencies which were noted. The reader may wish to study response patterns to various of the 54 questions in greater detail by referring to the tables in Appendix I-D.

Sample A students tended to rate themselves more highly in post response than in pre in terms of classroom behavior. A lower pattern was noted in the post responses of sample D than in pre responses. However, there were only small inter-sample differences in post responses; the groups had become more similar over the pre-post period.

Students in all five samples tended (on the average) to give "most of the time" responses to questions dealing with their being punctual and obeying school rules. No si za ble shifts in response patterns were noted in the post self-ratings of any of the samples on these items.

In the pre-ratings the samples were notably similar in their response patterns regarding how frequently missed work was made up. While the percent "most of the time" and "always" responses in samples B, C, D, and E remained relatively constant in the post-ratings, sample A dropped 18 percentage points.

In regards to after-school library use, students in samples A, B, and E tended to report more frequent use in the post responses than in the pre. A

smaller proportion of children in these same samples tended to report infrequent use in the post responses than in the other two samples. These patterns do not consistently parallel the availability of supplementary library services since samples A-C received the services of librarians; D and E did not.

Some differences between groups will be noted in the proportions of students at pre-rating who responded that they "most of the time" or "always" "understand most of the work in class." Approximately 40% of the A sample children gave these responses compared to approximately 60% of the children in the other samples. At the post rating, 57% of sample A responses were in these upper categories, but this was still a smaller proportion than in the other samples.

No marked shifts in students' pre and post reports of their levels of interest in science, singing, and social science were noted. In order of level of interest, these subjects ranked: singing, science, social science. The reader will note some small inter-sample variations, but the magnitude of these differences is of doubtful significance.

Because of the strong emphasis of the program in the areas of reading and related language skills, student self-estimates of their skills in these areas are particularly significant.

The majority of children in all samples reported that they were able to understand what they read in the social science and (general) science areas in pre responses. In post responses, decreases were noted for samples A and D in the social science area and a sizable increase in sample B in the science area were noted.

Table 28 presents data on the response patterns of the five study groups to questions dealing with specific reading skills areas--silent reading, oral reading, and comprehension.

Between 80% and 97% of students in all of the samples felt that they were able to read silently "fairly well" or "very well" in the fall. Self-ratings at the end of the program followed the same patterns but were very slightly lower. It is interesting to note that approximately half of the students indicated that they read silently "very well" yet test score averages for all of these schools are clearly below national norm averages. It would appear that these children have based their responses on a frame of reference drawn from their own experiences.

The response tendencies on items related to oral reading skills are similar to those above. However, students tended to be more conservative in their estimates. Between 27% and 40% felt they read orally "very well" at the pre rating. This dropped to 20% to 31% at post rating. Ratings in samples C and D evidenced the greatest drop in this upper category. Sample A evidenced a slight increase in the "very well" ratings. A slight downward shift will be noted in the post self ratings of ability to understand what is read for all samples.

TABLE 28

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions Related to Reading Skills on Elementary Self-Rating Questionnairs (1966-67)

	Study Group	1 Very Poorly		2 Poorly		3 Fairly Well		4 Very Well		Pre Post	Numbers
		N	%	N	%	N	%	N	%		
Question 35	A	1	3	3	10	13	43	13	43	Pre	30
		0	0	3	10	15	50	12	40	Post	
How do I read silently?	B	1	1	2	2	45	52	39	45	Pre	87
		0	0	3	3	42	48	42	48	Post	
	C	1	1	3	3	38	43	46	52	Pre	88
		2	2	5	6	35	40	46	52	Post	
	D	1	1	3	3	38	39	56	57	Pre	98
		0	0	9	9	43	44	46	47	Post	
	E	1	1	5	6	32	42	39	51	Pre	77
		0	0	5	6	40	52	32	42	Post	
Question 36	A	2	7	3	10	16	55	8	28	Pre	29
		0	0	2	7	18	52	9	31	Post	
How do I read orally?	B	1	1	5	6	50	60	28	33	Pre	84
		1	1	2	2	57	68	29	29	Post	
	C	2	2	7	8	43	49	35	40	Pre	87
		3	3	10	11	50	57	29	28	Post	
	D	2	2	9	9	49	51	36	38	Pre	96
		2	2	14	15	61	64	19	20	Post	
	E	2	3	9	12	44	59	20	27	Pre	75
		1	1	6	8	47	63	21	28	Post	
Question 37	A	0	0	3	10	12	40	15	50	Pre	30
		0	0	4	13	12	40	14	47	Post	
How do I understand what I read?	B	0	0	5	6	42	51	36	43	Pre	83
		0	0	5	6	49	59	29	35	Post	
	C	5	6	4	5	47	53	32	36	Pre	88
		3	3	6	7	52	59	27	31	Post	
	D	1	1	6	6	51	57	34	35	Pre	98
		2	2	9	9	53	54	34	35	Post	
	E	0	0	8	11	45	59	23	30	Pre	76
		1	1	5	7	52	68	18	24	Post	

Study Sample: A--ESEA with Team Teaching
B--ESEA without Team Teaching
C--ESEA--SB 28
D--SB 28 only
E--Camparison (regular program)

Students were asked to indicate the subjects "liked best" and those "liked least." Reading became somewhat less popular by the end of the program than at the beginning in samples A and C. It remained stable in ranking in samples D and E and evidenced increased popularity in sample B. However, fewer "least liked" post ratings were given for reading in samples A and B. Reading was post-rated more frequently as least liked in samples C and D. No changes were observed in sample E.

Approximately two thirds of the children in samples A, B, C, and E indicated that their parents planned for them to go to college. Over half of sample D responded similarly. However, students tended to be a little more conservative in their estimations of how far they felt they would be able to go in school. In general, 87% or more of the students thought that they would go to senior high school. Aspirations and/or plans do not appear to be lacking in these students. These commendable plans underscore the urgency of effecting improvements in their rates of academic development if their plans are to be realized.

Similarly high aspirations will be noted in the questions dealing with vocational plans.

Staff Questionnaire Results

Staff reactions to a series of questionnaire items related to the "3 on 2" and "5 on 4" teaching plans which were in operation in five schools designated as ESEA team study groups are presented in Table 29, which will be found on the following page.

It will be observed from Table 29 that those teachers and principals who chose to respond to the indicated questionnaire items strongly supported the value of the "3 on 2" and "5 on 4" team teaching plans. The relatively large percentages of responses in the Don't Know/No Response column are a result of the fact that these two teaching plans did not exist at all grade levels within schools or, in the case of the "5 on 4" plan, did not exist in all schools. The "3 on 2" plan was operative only in grades one through three, while the "5 on 4" plan was operative only in grades four through six in two of the five ESEA team study group schools.

Staff members of the ESEA team study group schools were also asked a series of questions related to two other places of the ESEA program; (1) the value of the Teacher Assistants for Reading Development (an on-site program coordinator), and (2) the degree to which instructional equipment, books and supplies provided by ESEA funds were of help in working with children. The responses of the ESEA only staff members are presented in Table 30, which will be found on page 48.

Examination of Table 30 shows that both teachers and administrators considered the work of the Teacher Assistant for Reading Development to be very valuable. It is also apparent that the instructional materials provided by ESEA funds were also considered to be of much help particularly in the area of helping to improve students' reading and language skills (the major objective of the ESEA program).

In six schools (ESEA-SB 28 study group) a program of reduced class size in grades one-six operated in place of the "3 on 2" or "5 on 4" plans previously mentioned. Reactions of teachers and principals to the reduced class size plan are presented in Table 31, found on page 49.

It is apparent, from the large percentage of responses of both teachers and principals in the Some-Much Value category, that staff members involved in the reduced class size phase of the ESEA project considered it to be quite valuable. The percent of positive reactions is high for each question in Table 31. However, of particular note are the high percent of responses to question 1, related to increasing the amount of time available for group reading and language instruction; question 7, opportunities for more oral language instruction; and question 3, providing assistance for seatwork and homework assignments.

ESEA-SB 28 school staff members were also asked to indicate their opinions of the value of the Teacher Assistant for Reading Development (on-site program coordinator) and the degree to which ESEA-supplied instructional

TABLE 29

FREQUENCY AND PERCENT OF RESPONSES OF STAFF MEMBERS IN ESEA TEAM SCHOOLS
EVALUATING THE "3 ON 2" AND "5 ON 4" TEACHING PLANS

QUESTIONNAIRE ITEMS	TEACHERS N = 164						PRINCIPALS N = 6					
	SOME-MUCH VALUE		LITTLE-NO VALUE		DON'T KNOW/ NO RESPONSE		SOME-MUCH VALUE		LITTLE -NO VALUE		DON'T KNOW/ NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
COMPARATIVE VALUE OF "3 ON 2" TEACHING PLAN VS. 1 TEACHER, SELF-CONTAINED CLASSROOM IN:												
1. INCREASING THE AMOUNT OF TIME DEVOTED TO GROUP READING AND LANGUAGE INSTRUCTION AND DEVELOPMENT?	135	82.3	3	1.8	26	15.9	6	100				
2. PROVIDING MORE OPPORTUNITIES FOR INDIVIDUALIZED INSTRUCTION?	123	75.0	6	3.7	35	21.3	6	100				
3. PROVIDING MORE GENERAL ASSISTANCE ON SEATWORK AND HOMEWORK ASSIGNMENTS?	125	76.2	10	6.1	29	17.7	6	100				
4. PROVIDING MORE GENERAL ASSISTANCE ON SPECIAL INTEREST PROJECTS?	99	60.4	25	15.2	40	24.4	6	100				
5. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED REMEDIAL HELP?	121	73.8	11	6.7	32	19.5	6	100				
6. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED ENRICHMENT ACTIVITIES?	110	67.1	17	10.4	37	22.6	6	100				
7. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL LANGUAGE USAGE?	121	73.8	9	5.5	34	20.7	6	100				
8. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL READING PRACTICE?	124	75.6	7	4.3	33	20.1	6	100				
9. DEVELOPING IN STUDENTS RESPECT FOR OTHERS AND DESIRABLE STANDARDS OF BEHAVIOR?	89	54.3	34	20.7	41	25.0	6	100				
10. RAISING THE ACHIEVEMENT LEVELS OF YOUR STUDENTS?	118	72.0	5	3.0	41	25.0	6	100				
COMPARATIVE VALUE OF "5 ON 4" TEACHING PLAN VS. 1 TEACHER, SELF-CONTAINED CLASSROOM IN:												
1. INCREASING THE AMOUNT OF TIME DEVOTED TO GROUP READING AND LANGUAGE INSTRUCTION AND DEVELOPMENT?	60	36.6	1	.6	103	62.8	3	50.0			3	50.0
2. PROVIDING MORE OPPORTUNITIES FOR INDIVIDUALIZED INSTRUCTION?	59	36.0	4	2.4	101	61.6	2	33.3			4	66.7
3. PROVIDING MORE GENERAL ASSISTANCE ON SEATWORK AND HOMEWORK ASSIGNMENTS:	40	24.4	6	3.7	118	72.0	3	50.0			3	50.0
4. PROVIDING MORE GENERAL ASSISTANCE ON SPECIAL INTEREST PROJECTS?	54	32.9	6	3.7	104	63.4	3	50.0			3	50.0
5. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED REMEDIAL HELP?	61	37.2	2	1.2	101	61.6	3	50.0			3	50.0
6. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED ENRICHMENT ACTIVITIES?	57	34.8	4	2.4	103	62.8	3	50.0			3	50.0
7. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL LANGUAGE USUAGE?	60	36.6	2	1.2	102	62.2	3	50.0			3	50.0
8. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL READING PRACTICE?	59	36.0	2	1.2	103	62.8	3	50.0			3	50.0
9. DEVELOPING IN STUDENTS RESPECT FOR OTHERS AND DESIRABLE STANDARDS OF BEHAVIOR	48	29.3	12	7.3	104	63.4	3	50.0			3	50.0
10. RAISING THE ACHIEVEMENT LEVELS OF YOUR STUDENTS:	58	35.4	2	1.2	104	63.4	3	50.0			3	50.0

TABLE 30

NUMBER AND PERCENT OF RESPONSES OF STAFF MEMBERS OF ESEA TEAM SCHOOLS TO QUESTIONNAIRE ITEM RELATED TO THE TEACHER ASSISTANTS FOR READING DEVELOPMENT AND EQUIPMENT, BOOKS, AND SUPPLIES

QUESTIONNAIRE ITEMS	TEACHERS N = 164						PRINCIPALS N = 6					
	SOME-MUCH VALUE/HELP		LITTLE-NO VALUE/HELP		DON'T KNOW/ NO RESPONSE		SOME-MUCH VALUE/HELP		LITTLE-NO VALUE/HELP		DON'T KNOW/ NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
How valuable has the Teacher Assistant in Reading Development been in:												
1. Coordinating the development of the Reading and Language Program in your school?	120	73.2	15	9.1	29	17.7	6	100				
2. Providing assistance relating to the use of new and supplementary materials.	129	78.7	12	7.3	23	14.0	6	100				
3. Providing help in instructional planning?	105	64.0	31	18.9	28	17.1	5	83.3	1	16.7		
4. Providing direct in-service experiences?	118	72.0	19	11.6	27	16.5	6	100				
How helpful have the new instructional equipment, books, and supplies been in:												
1. Your efforts to improve student reading and language skills?	152	92.7	7	4.3	5	3.0	6	100				
2. Stimulating general pupil interest and curiosity?	146	89.0	11	6.7	7	4.3	6	100				
3. Providing first-hand contact with "common" objects and materials not found in the home?	126	76.8	24	14.6	14	8.5	5	83.3			1	16.7
4. Providing general conditions conducive to more effective learning?	140	85.4	15	9.1	9	5.5	6	100				

TABLE 31

NUMBER AND PERCENT OF RESPONSES OF STAFF MEMBERS OF ESEA - SB 28
STUDY GROUP SCHOOLS EVALUATING THE REDUCED CLASS SIZE PROGRAM

QUESTIONNAIRE ITEMS	TEACHERS N = 144						PRINCIPALS N = 9					
	SOME-MUCH VALUE		LITTLE-NO VALUE		DON'T KNOW/ NO RESPONSE		SOME-MUCH VALUE		LITTLE-NO VALUE		DON'T KNOW NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
HOW VALUABLE HAS THE REDUCED CLASS SIZE BEEN IN:												
1. INCREASING THE AMOUNT OF TIME DEVOTED TO GROUP READING AND LANGUAGE INSTRUCTION AND DEVELOPMENT?	131	91.0	5	3.5	8	5.6	9	100				
2. PROVIDING MORE OPPORTUNITIES FOR INDIVIDUALIZED INSTRUCTION?	125	86.8	7	4.9	12	8.3	8	88.9			1	11.1
3. PROVIDING MORE GENERAL ASSISTANCE ON SEATWORK AND HOMEWORK ASSIGNMENTS?	129	89.6	7	4.9	8	5.6	9	100				
4. PROVIDING MORE GENERAL ASSISTANCE ON SPECIAL INTEREST PROJECTS?	119	82.6	12	8.3	13	9.0	8	88.9	1	11.1		
5. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED REMEDIAL HELP?	123	85.4	13	9.0	8	5.6	9	100				
6. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED ENRICHMENT ACTIVITIES?	121	84.0	9	6.3	14	9.7	8	88.9	1	11.1		
7. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL LANGUAGE USAGE?	132	91.7	3	2.1	9	6.3	8	88.9	1	11.1		
8. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL READING PRACTICE?	124	86.1	5	3.5	15	10.4	8	88.9	1	11.1		
9. DEVELOPING IN STUDENTS RESPECT FOR OTHERS AND DESIRABLE STANDARDS OF BEHAVIOR?	121	84.0	11	7.6	12	8.3	7	77.8	2	22.2		
10. RAISING THE ACHIEVEMENT LEVELS OF YOUR STUDENTS?	119	82.6	5	3.5	20	13.9	7	77.8	1	11.1	1	11.1

equipment and materials were of help in working with children. Reactions of these staff members are presented in Table 32, which will be found on the following page.

It will be observed from Table 32 that both principals and teachers strongly supported the value of the on-site program coordinator as well as the helpfulness of the instructional materials supplied by ESEA funds.

Reactions of staff members evaluating the reduced class size program which operated in the five SB 28 only schools are presented in Table 33, which will be found on page 52.

The data in Table 33 shows strong support on the part of the SB 28 staff members for the reduction in class size. Especially strong support is indicated for those questions dealing with providing opportunities for: (1) working with students needing remedial help; and (2) more meaningful language usage.

Principals and teachers in the ESEA and ESEA-SB 28 study schools were asked to indicate their opinions of the adequacy of the levels of service provided under the several phases of the ESEA Title I program. Reactions to the adequacy of provisions for (1) classroom teachers to reduce teacher-pupil ratios, (2) Teacher Assistants for Reading Development, and (3) instructional equipment, books, and supplies are presented in Table 34, which will be found on page 53.

It will be observed from Table 34 that ESEA principals and teachers indicated the need for more teachers to reduce teacher-pupil ratios, while the ESEA-SB 28 staffs considered the existing number of teachers to be adequate.

Reactions to the adequacy of Teacher Assistants for Reading Development are varied. The ESEA principals felt a need for more service in this area, while the ESEA-SB 28 principals were generally satisfied with the level of service provided. The reactions of both the ESEA and ESEA-SB 28 teachers are inconclusive, since the responses in the Present Service Adequate and More Service Needed categories are almost identical.

In the area of equipment, books, and supplies, teachers in both groups and the ESEA principals indicated the desire for more of these items, while the ESEA-SB 28 principals were almost evenly divided between the categories of Adequate and More Needed.

Parent Interview Results

As indicated previously, a more complete presentation of data obtained in the parent survey is made in Chapter VI. However, a few items of particular note from the survey of ESEA target area elementary school parents are included for discussion in this report.

TABLE 32

NUMBER AND PERCENT OF RESPONSES OF STAFF MEMBERS OF ESEA-SB 28 STUDY GROUP SCHOOLS TO QUESTIONNAIRE ITEMS RELATED TO THE TEACHER ASSISTANTS FOR READING DEVELOPMENT AND EQUIPMENT, BOOKS, AND SUPPLIES

QUESTIONNAIRE ITEMS	TEACHERS N = 144						PRINCIPALS N = 9					
	SOME-MUCH VALUE/HELP		LITTLE-NO VALUE/HELP		DON'T KNOW/ NO RESPONSE		SOME-MUCH VALUE/HELP		LITTLE-NO VALUE/HELP		DON'T KNOW/ NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
HOW VALUABLE HAS THE TEACHER ASSISTANT IN READING DEVELOPMENT BEEN IN:												
1. COORDINATING THE DEVELOPMENT OF THE READING AND LANGUAGE PROGRAM IN YOUR SCHOOL?	93	64.6	19	13.2	32	22.2	9	100				
2. PROVIDING ASSISTANCE RELATING TO THE USE OF NEW AND SUPPLEMENTARY MATERIALS.	101	70.1	14	9.7	29	20.1	9	100				
3. PROVIDING HELP IN INSTRUCTIONAL PLANNING?	79	54.9	30	20.8	35	24.3	9	100				
4. PROVIDING DIRECT IN-SERVICE EXPERIENCES?	77	53.5	26	18.1	41	28.5	9	100				
HOW HELPFUL HAVE THE NEW INSTRUCTIONAL EQUIPMENT, BOOKS, AND SUPPLIES BEEN IN:												
1. YOUR EFFORTS TO IMPROVE STUDENT READING AND LANGUAGE SKILLS?	124	86.1	11	7.6	9	6.3	9	100				
2. STIMULATING GENERAL PUPIL INTEREST AND CURIOSITY?	120	83.3	12	8.3	12	8.3	9	100				
3. PROVIDING FIRST-HAND CONTACT WITH "COMMON" OBJECTS AND MATERIALS NOT FOUND IN THE HOME?	91	63.2	30	20.8	23	16.0	9	100				
4. PROVIDING GENERAL CONDITIONS CONDUCIVE TO MORE EFFECTIVE LEARNING?	109	75.7	16	11.1	19	13.2	9	100				

TABLE 33

NUMBER AND PERCENT OF RESPONSES OF STAFF MEMBERS OF SB 28 ONLY STUDY GROUP SCHOOLS EVALUATING THE REDUCED CLASS SIZE PROGRAM

QUESTIONNAIRE ITEMS	TEACHERS N = 94						PRINCIPALS N = 6					
	SOME-MUCH VALUE		LITTLE-NO VALUE		DON'T KNOW/ NO RESPONSE		SOME-MUCH VALUE		LITTLE-NO VALUE		DON'T KNOW/ NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
HOW VALUABLE HAS THE REDUCED CLASS SIZE BEEN IN:												
1. INCREASING THE AMOUNT OF TIME DEVOTED TO GROUP READING AND LANGUAGE INSTRUCTION AND DEVELOPMENT?	81	86.2	9	9.6	4	4.3	6	100				
2. PROVIDING MORE OPPORTUNITIES FOR INDIVIDUALIZED INSTRUCTION?	80	85.1	7	7.4	7	7.4	6	100				
3. PROVIDING MORE GENERAL ASSISTANCE ON SEATWORK AND HOMEWORK ASSIGNMENTS?	81	86.2	10	10.6	3	3.2	6	100				
4. PROVIDING MORE GENERAL ASSISTANCE ON SPECIAL INTEREST PROJECTS?	79	84.0	11	11.7	4	4.3	5	83.3	1	16.7		
5. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED REMEDIAL HELP?	84	89.4	8	8.5	2	2.1	6	100				
6. PROVIDING OPPORTUNITIES TO WORK WITH SELECTED STUDENTS WHO NEED ENRICHMENT ACTIVITIES?	82	87.2	8	8.5	4	4.3	6	100				
7. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL LANGUAGE USAGE?	90	95.7	3	3.2	1	1.1	6	100				
8. PROVIDING OPPORTUNITIES FOR MORE MEANINGFUL ORAL READING PRACTICE?	80	85.1	8	8.5	6	6.4	5	83.3			1	16.7
9. DEVELOPING IN STUDENTS RESPECT FOR OTHERS AND DESIRABLE STANDARDS OF BEHAVIOR?	76	80.9	13	13.8	5	5.3	6	100				
10. RAISING THE ACHIEVEMENT LEVELS OF YOUR STUDENTS?	62	66.0	7	7.4	25	26.6	5	83.3			1	16.7

TABLE 34

NUMBERS AND PERCENT OF RESPONSES OF ESEA AND ESEA - SB 28 STAFF MEMBERS EVALUATING THE ADEQUACY OF SERVICE OF SELECTED COMPONENTS OF THE ESEA TITLE I PROJECT

ADEQUACY OF SERVICE INVOLVING:	GROUP	N	LESS SERVICE NEEDED		PRESENT SERVICE ADEQUATE		MORE SERVICE NEEDED		NO OPINION		NO RESPONSE	
			N	%	N	%	N	%	N	%	N	%
1. CLASSROOM TEACHERS TO REDUCE TEACHER-PUPIL RATIO	ESEA PRINCIPALS	6			2	33.3	4	66.7				
	ESEA TEACHERS	164	3	1.8	30	18.3	113	68.9	10	6.1	8	4.9
	ESEA - SB 28 PRINCIPALS	9			6	66.7	3	33.3				
	ESEA - SB 28 TEACHERS	144			53	36.8	81	56.3	5	3.5	5	3.5
4. TEACHER ASSISTANTS FOR READING DEVELOPMENT	ESEA PRINCIPALS	6			2	33.3	4	66.7				
	ESEA TEACHERS	164		4.3	65	39.6	65	39.6	20	12.2	7	4.3
	ESEA SB 28 PRINCIPALS	9			7	77.8	2	22.2				
	ESEA SB 28 TEACHERS	144	5	3.5	61	42.4	51	35.4	17	11.8	10	6.9
8. INSTRUCTIONAL EQUIPMENT, BOOKS, & SUPPLIES	ESEA PRINCIPALS	6			3	50.0	3	50.0				
	ESEA TEACHERS	164	1	.6	60	36.6	91	55.5	7	4.3	5	3.0
	ESEA SB 28 PRINCIPALS	9			5	55.6	4	44.4				
	ESEA SB 28 TEACHERS	144			48	33.3	84	58.3	5	3.5	7	4.9

Of particular interest is the finding that elementary school parents had a greater awareness of the presence of the ESEA program in their child's school in the Spring of 1967 as compared to the Spring of 1966. In 1966, 52% of the parents interviewed indicated they knew of the ESEA program; in 1967, 64% indicated they were aware of the program. The chi square test of significance of differences applied to these data reached the .05 level. It is apparent from these data that communication between the school and the home about the program had improved during the 1966-67 school year.

Among the many questions asked of parents, responses were sought relative to the amount of progress their children had made during the school year in various skill areas. Table 35 provides data on their responses to the question on the amount of progress their child had made in reading, handwriting, spelling, and listening since the Fall of 1966.

TABLE 35

Numbers and Percents of Parent Responses to Amount of Progress Made by Children in Grades 1-6

Skill Area	Much Better		Somewhat Better		A Little Better		About the Same		Not as Good		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	76	46.9	30	18.5	23	14.2	23	14.2	4	2.5	4	2.5
Handwriting	64	39.5	39	24.1	30	18.5	21	13.0	5	3.1	2	1.2
Spelling	61	37.6	44	27.2	34	30.0	18	11.1	3	1.9	1	.6
Listening	79	40.1	50	25.4	33	16.8	35	17.8	0	0.0	0	0.0

Study of Table 35 will reveal that parents were of the opinion that their children had made definite progress in the four areas during the course of the school year. Approximately two thirds of the parents indicated Somewhat Better of Much Better responses to these four questions.

Table 36 indicates responses given by parents relative to how helpful they feel the present program of reading instruction at their child's school has been to him.

TABLE 36

Number and Percents of Parent Responses to Helpfulness of School Reading Program to Their Child

	Very Helpful		Somewhat Helpful		A Little Helpful		Of No Help		Don't Know	
	N	%	N	%	N	%	N	%	N	%
The Reading Program has been:	86	53.1	37	22.8	21	13.0	5	3.1	13	8.0

From the responses given in Table 36 it is apparent that parents generally believe the reading assistance their children have been receiving has been very helpful to them.

In an attempt to obtain parent evaluations of the overall educational program their children have been receiving, this question was asked. "What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?" Table 37 indicates responses to this question.

TABLE 37

Numbers and Percents of Parent Evaluations of Education in the Oakland Public Schools

	Excellent		Good		Fair		Poor		Don't Know		No Opinion	
	N	%	N	%	N	%	N	%	N	%	N	%
Impressions of job the Oakland Public Schools are doing in educating children in your family	65	33.0	94	47.7	27	13.7	3	1.5	2	1.0	5	2.5

Over 80% of all parents surveyed indicated that the Oakland Public Schools were doing an Excellent or Good job in educating the children in their family. 13.7% felt the schools were doing a Fair job, and the remaining 5% indicated the schools were Poor; that they didn't know, or that they had no opinion.

In general, reactions received from the parent interview survey revealed that parents were impressed with the progress they believed their children were making in school, and they appeared to be quite satisfied with the school program their children were receiving.

DISCUSSION AND SUMMARY

Achievement test results have been examined from a number of perspectives in an effort to assess significant increments in rates of growth and significant differences occurring in the growth of children participating in the various programs under study. Tendencies observed in current analyses have provided interesting and useful preliminary bases for formulating conclusions related to the impact of the Title I Program of Compensatory Education. However, since the majority of observations are based on a single year's study, it is essential that current results be integrated with those obtained next year before drawing definitive planning-related conclusions.

In terms of the magnitude of achievement progress which was made by the children, it is not surprising that at no grade level did the mean increment

for any study group equal the "month-for-month" progress hypothetically expected for "average" groups of children. However, it was clear from the pre-project status of the study groups that there had not been "month-for-month" progress occurring in the previous years' school attendance.

From the results of the analyses comparing estimated post test mean expectancies with actual post test mean score levels, it would appear that no group evidenced a clear augmentation of their own overall rate of progress across grade levels. This analysis approach is limited to a certain extent because it is predicated on the acceptance of an assumption of a linear, or straight line, growth curve. Test norms, because they are based on cross-sectional samples, imply that growth does progress at an even rate. However, test users are totally dependent on the equivalence of sampling procedures at the successive levels for which the publisher provides norms; e.g., selected sampling problems at grade two may not have occurred at grade three, or vice versa. Another point bearing on this estimated expectancy approach is related to the heterogeneity of the norms population. All publishers of test instruments attempt to systematically sample all elements in the diverse national population. In doing this norms become a description of a composite of many sub-populations. Although these norms samples suggest a straight line growth pattern for the total group, it is quite possible that the growth patterns of the sub-populations do not follow this pattern exactly--in effect, norms may represent a mean phenomenon arising from the composite of sub-elements. Therefore, expectancies derived from the norms have undetermined appropriateness for examining the growth tendencies of the low socio-economic, Negro children in this study.

The analyses of covariance approach which was used in combination with the study sample pattern at grades 2, 3, and 5 is probably a more accurate approach to evaluating whether or not selected groups did, or did not, exceed expected levels of achievement. It will be recalled that there were four program types at these grade levels. The children, or study populations, attending all of these programs were quite comparable in terms of racial, socio-economic, ability and achievement characteristics. Obviously, the groups are not identical, but any inter-group differences which existed were clearly smaller than between any study group and the test norms population and group differences on test scores have been statistically controlled in the process of analysis. The key element in this design for evaluating the observed-versus-expected rates of development is the growth pattern exhibited by the "Comparison" group. This group constitutes a local norms frame of reference. Because the children in this group are very similar to those being exposed to the special programs, their performance becomes an appropriate estimate of what would be the "expected" performance of the participants in the various programs if they had not been involved in any special programs.

When the "Comparison" group is used to establish an expectancy level, the adjusted means and F ratios of the covariance analysis indicate that the introduction of all of the special program features at grade two may have resulted in better-than-expected progress. There was a slight superiority in the results of the "ESEA, Team Teaching" and "SB 28 only" groups. At grade three, the results indicate that the "ESEA, Team Teaching" and "SB 28, only" groups have also performed better than expected. The "ESEA-SB 28" group performed slightly less well than the "Comparison" group at grade three.

The lack of statistically significant inter-group differences at grade five is of potential practical significance. It suggests that intervention efforts in the upper grades are less effective than in the lower grades (second and third). Overall, the results of the test score analyses are quite encouraging. It should be borne in mind that some of the differences which were noted between groups were quite small in magnitude. However, if similar patterns continue to emerge in results in subsequent studies and/or the difference between groups increase, tentative program planning implications can be more confidently accepted.

Data presented in this report reflect group tendencies. Individuals and class or school groups will be observed to vary in the score change patterns which they evidence. The importance of examining the records of individual children and the school-by-school summary data which will be provided should be encouraged as a method of extending the meaningfulness of the larger group tendencies which have been described in this report.

Teachers' ratings of individual student language arts skills were in general quite encouraging. Positive results were obtained from the analysis of pre-post ratings in specific skill areas as well as in post ratings of degree of improvement made. Pre-post ratings of improvement were more pronounced at grade three than at grade five, however.

In the area of pupil grading patterns, a general upward shift between first and last marking periods was observed for all study groups. Chi square tests of significance did demonstrate differences in grades across groups at both pre and post time periods, however. These findings suggest the need for further refinements in the analysis of grade data in the future. Grade data obtained this year will serve as useful baseline data for further longitudinal grading studies.

Pupil attendance data revealed no marked shifts or patterns favoring any of the study groups. Absence rates for all study groups tended to be slightly higher during the fourth marking period as compared to the first period. These data indicate that during 1966-67 none of the special project groups had the effect of reducing absence rates. However, it is to be recognized that there are many external influences which can affect attendance patterns in schools. As indicated above in the discussion on teacher grades, more penetrating analyses will be needed for studying attendance data in the future. Data collected this year for the first time will serve as useful baseline data in future longitudinal studies of pupils involved in the various study groups.

Students' self-rating reports of skill levels, behavior and educational-vocational aspirations do not conform to patterns which are often assumed to exist in these schools. These samples of children generally indicated that their skill levels were average or above. Relatively few of the children reported disobediance of school rules, tardiness, etc. In terms of educational-vocational plans, very large proportions aspired to high levels of educational attainment and occupations in the highest stratum. While selected inter-group differences in patterns of responding and response

pattern shifts on some items will be noted, no particular group evidenced an overall "positive" shift in their response patterns. The apparent improvements in attitudes toward reading observed in two of the study groups are encouraging.

Results from principal and teacher staff questionnaires indicate general satisfaction with the various instructional services provided. For those working in schools in which the team teaching plan was in operation the great majority of the respondents felt that the program had been quite beneficial in areas such as providing more time for individualized instruction, and providing opportunities for more meaningful reading and language arts experiences for children. The provision of the Teacher for Reading Development was quite well received with principals and teachers alike indicating that this specialist was providing a valuable service to the program. It was interesting to note that the same patterns of responses were obtained from staff members participating in the reduced class size program as well. In response to questions pertaining to the adequacy of various elements and services included in the program, the great majority of the respondents indicated that the services were either adequate or that more of the same kinds of services were needed.

Parent interviews provided yet another valuable source of reaction to the ESEA programs. The interview survey, based upon a random sample of parents residing in the ESEA target area, revealed that parents were more aware of the special program services in the Spring of 1967 than had been true a year ago. The majority expressed the opinion that they felt the special assistance their children were receiving was quite beneficial, and that their children, in turn, were making definite progress in reading, writing, spelling, listening, and other related skills. Approximately 80% indicated that they felt that the Oakland Public Schools were providing a "good" or "excellent" educational program for their children.

In general it may be stated that objective test data, school staff ratings and evaluations, and parent opinions have supported the special compensatory education programs provided. There is a suggestion from the data that greater gains have been accomplished in the primary grades where larger expenditures of funds have been made. More definitive conclusions on this and other questions may be forthcoming from longitudinal studies conducted at the end of the 1967-68 school year.

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EVALUATION OF JUNIOR HIGH SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

Beginning in February, 1966, an extensive program of compensatory education services funded through Title I of the Elementary and Secondary Education Act was established in three Oakland junior high schools. During each school year the program has been in operation, approximately 2,600 grade seven to nine pupils have participated in this special program.

Prior to the beginning of the program pupils attending these three junior high schools typically exhibited the many educational and cultural problems characteristic of disadvantaged children. Standardized reading tests had revealed that approximately two-thirds of the pupils attending these schools were performing in the lower third of reading ability based upon national norms. This deficiency was accompanied frequently by other areas of academic failure, personal frustration, lower levels of self-esteem, social and economic inadequacy.

In order to mount an attack upon these problems a variety of specialized services were provided in the ESEA Compensatory Education Program. The major focus of the junior high project was to assist students improve their skills in the language arts, particularly in the area of reading. In addition to the specialized language arts assistance provided, a variety of auxiliary services including additional counselors, nurses, psychologists, guidance consultants, and instructional media specialists were provided as well.

Since all students enrolled in the three target area schools were the recipients of most, if not all, of these services it was not possible to assess which program features contributed to the observed outcomes. Therefore, in interpreting the results of the studies presented in this report, it is assumed that the whole constellation of services provided for pupils contributed to the changes observed.

PROCEDURE

Program Description

In order to provide a more intensive and individualized language development program for students, major staff additions were made in the English Departments of the three junior high schools. Additionally, increased levels of instructional and auxiliary services staff were provided to supplement the work of the regular classroom teachers in the English Department. Descriptions of various program elements and features and their interrelationships are as follows:

Teacher for Language Development: At each school site a faculty member possessing exceptional skills particularly in the reading instruction area was assigned as a Teacher for Language Development (TALD). This staff member coordinated the activities of the various teaching teams as well as the aides who were provided for the program. The TALD provided leadership in the utilization of new materials, and in the familiarizing of staff with effective techniques and the use of the many supplementary devices and materials provided for the program. This person played a key role in coordinating other elements

of the program, including those provided in the cultural enrichment project, professional auxiliary services, and in-service education.

Regular Classroom Teachers: At each of the three schools additional classroom teacher positions were provided in the English Department in order to insure that full-time instructors were responsible for only four classes of 30 pupils or less per day. This plan, which supplied the equivalent of six additional teaching positions, had the effect of providing regular classroom teachers with two preparation periods for developing new materials, preparing lesson plans, and team planning. Where possible, teaching teams involving two regular English teachers and a Reading Teacher were organized. Eleven such teams worked together during the 66-67 school year. The function and role of the Reading Teacher is described in detail below.

The instructional programs carried on by the teaching teams were flexible and varied among the three schools. In general, team activities were geared to include all students with emphasis placed on developmental, corrective and remedial activities in the skill areas of reading, writing, listening and speaking. Frequently both standardized diagnostic and informal tests were administered to pupils and individual folders containing information on pupil progress were developed.

As a result of the team planning meetings, many relatively innovative instructional and motivational approaches to teaching the language arts were developed. Examples of these activities were:

1. Inter-departmental planning and cooperation on specific projects. For example, students in one school wrote Haiku poetry and original myths in English and illustrated their poems and stories in their art classes

2. Creation of a literary magazine in all three junior high schools

3. Production of a school newspaper in each of the three schools

4. Production of a moving picture with dialogue on the use of the library by students in one school

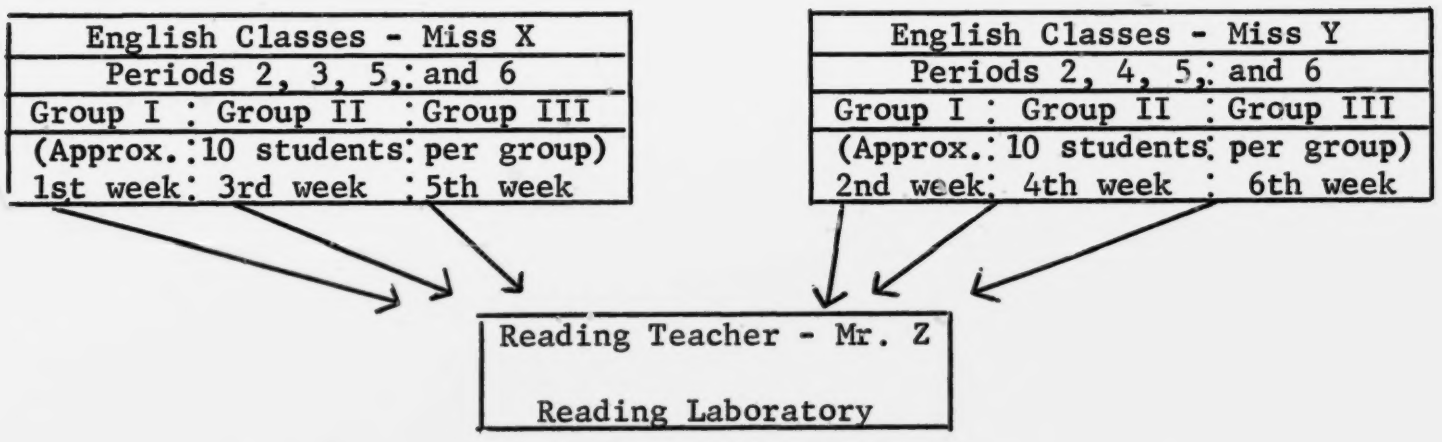
5. Development of seventh grade interdisciplinary curriculum. Teachers at one school have been developing a modified curriculum which will make it possible to coordinate the timing and presentation of content in geography with relevant topics being presented in English classes. Writing and discussion opportunities in English which have direct relevance to activities will be conducted in a geography, art, or music class

Although these and many other innovative and motivational techniques have been employed, the basic elements of a balanced language arts and reading program have been maintained. Particular emphasis has been devoted to creative writing, grammar, spelling, and to those skills necessary for a sound reading foundation. Vocabulary development has been emphasized strongly. Also, for those students with deficiencies in the basic mechanics of reading ability, considerable work has been devoted to the further development of auditory and visual discrimination skills and to understanding phonetic or structural analysis of words.

Reading Teachers: A total of twelve certificated teachers specializing in the instruction of reading were added to the English Departments to work in conjunction with augmented regular teaching staff. One Reading Teacher position was provided for every two full-time regular classroom English teachers. These teaching teams, composed of three members each, focused on the common problems related to the instruction of approximately 55 students.

The Reading Teacher specialized in working with small groups and individual students who had particular needs for remedial and specialized instruction. Although teaching teams employed variable methods for scheduling pupils with the Reading Teacher for specialized instruction, all pupils enrolled in the English classes received some service during the course of the year. However, those pupils most in need of the extra assistance were provided more time with the Reading Teacher than those pupils having good or reasonably adequate reading competence.

Some teaching teams scheduled groups of students for a concentrated daily program with the Reading Teacher in the Reading Laboratory for several weeks. Others developed an alternating day or week system with students attending the Reading Lab on this basis for the entire year. An example of one alternating week organization schedule is as follows:


English Classes - Miss X
Periods 2, 3, 5, and 6
Group I : Group II : Group III
(Approx. 10 students per group)
1st week: 3rd week : 5th week
English Classes - Miss Y
Periods 2, 4, 5, and 6
Group I : Group II : Group III
(Approx. 10 students per group)
2nd week: 4th week : 6th week
Reading Teacher - Mr. Z
Reading Laboratory

The basic philosopy underlying the team teaching approach necessitated the provision of specially-equipped reading laboratories so that flexible grouping procedures could be instituted and so that the variety of equipment and materials could be stored efficiently and made available as needed. These reading laboratory facilities contained cubicles for individual instruction and practice. With the variety of materials available in the laboratory several students can work independently on assignments involving written exercises, word lists, flashcards, word games, puzzles, or reading comprehension exercises; thus freeing the teacher from time to time to work with individual students on a one-to-one basis at the reading table. Special equipment such as the Controlled Reader, tachistoscope, tape recorder, listening posts, Tach X, and Language Master, have been provided for use also in the reading laboratories.

Teacher Aides: Teacher Aides have been provided also to assist members of the teaching teams. They performed routine management activities such as: keeping attendance, distribution and collection of materials, audio-visual set-up and presentations, and selected in-class clerical tasks. As is true of the organization of other services, the organization for the use of Teacher Aides varied from school to school. In one school, for example, one half-time Aide was provided for each of the regular classroom English teachers; in

another school two half-time (one a.m. and one p.m.) Aides were provided for each teaching team. A more complete presentation of the role and function of Teacher Aides and the evaluation of their services may be found in Chapter II.

Clerical Services: Each school site was provided with additional clerical time to assist in the preparation of teacher-devised materials, recording of test data, and various other clerical activities which take teachers away from their primary concern---that of individualized attention and contact with the pupil.

Instructional Media Specialist: The Instructional Media Specialist (IMS) served as another member of the instructional team who worked in cooperation with the school librarian in making readily available relevant and interesting materials particularly effective with disadvantaged children. Instructional Media Specialists prepared and assimilated collections of materials for use in the classroom and assisted in the distribution of such materials, thereby facilitating the work of the teaching teams. A more complete presentation on the role of the Instructional Media Specialist and an evaluation of these services may be found in Chapter II.

Counselors: Additional school counselors were provided at the three schools to reduce the counselor-pupil ratio one to 240. The counselor worked with individual students and with groups of students. A more complete analysis of the role and function of the school counselor may be found in the Counselor Activity Time Study which may be found in Chapter II. Specific evaluation studies related to the work of the school counselors will be found also in Chapter II in the reports titled, Reactions of Staff, Student, and Parents to Junior High School Counseling Program and the Counselor Contact Study.

Other Auxiliary Services: The instructional teams at each school site were aided by additional staff services from the Department of Individual Guidance, Department of Health Services, and the Research Department. These departments provided augmented services of Guidance Consultants, Supervisors of Child Welfare and Attendance, School Nurses and school Psychologists. Reports describing these services and evaluations of them will be found in Chapter II.

Cultural Enrichment: Cultural enrichment activities were integrated into the overall instructional plans in such a way that pupils were enabled to have many first-hand experiences closely related to the content of the language arts program. Opportunities were provided for excursions away from the school site as well as for worthwhile activities which were brought to the school. Descriptions and evaluations of these activities may be found in Chapter III.

Instructional Program: The Oakland Public Schools language arts curriculum guide provided the broad outlines for the junior high ESEA program. Within this broad framework it was the task of the school site staffs under the direction of the school principal and Teacher for Language Development to implement the corrective and remedial project suited to staff competencies and pupil needs.

Supplies, Materials and Equipment: During the spring semester in 1966 a wide variety of supplies, materials and equipment was purchased. Examples of the types of materials and equipment made available for the compensatory

education program are: tape recorders, listening posts, microfilms, central recording devices, opaque and overhead projectors, reading development equipment, general supply items and textbooks.

General Evaluation Design

The overall plan for evaluating the compensatory education program established in the Spring of 1966 called for a longitudinal approach to the measurement of pupil progress. Therefore much of the 1966-67 evaluation activity was devoted to gathering follow-up data on students who had remained in the program during the year and a half that it was in operation. The basic evaluation design utilized at the junior high school level called for pre-testing and periodic post-testing of the same students with various standardized tests and other appropriate measuring devices.

In addition to the longitudinal measurements of the same student population, a variety of questionnaires, rating scales, and interview schedules were developed also to obtain end-of-year subjective evaluations from school staffs, students and parents. Both types of data-objective and subjective-- were deemed to be of importance and thus provide the basis for this report.

Instruments

California Achievement Test, Junior High Level Battery: Four Sections of the CAT Junior High Level Battery were administered to seventh, eighth and ninth grade pupils. The four test battery sections administered were as follows: Reading Vocabulary, Reading Comprehension, Mechanics of English and Spelling. The test forms utilized and the schedule of testing for each of the three grade levels are as follows:

Grade 7		Grade 8		Grade 9	
Dates Administered	Test Form	Dates Administered	Test Form	Dates Administered	Test Form
Oct., 1966	X	Feb., 1966	W	Feb., 1966	W
May, 1967	W	May, 1966	X	May, 1966	X
		May, 1967	W	May, 1967	W

All students enrolled in each of the three junior high schools took the tests at each of the test administration periods. However, only those students for whom there were complete test data on each variable (two measures for grades seven, three for grades eight and nine) were included in the analysis of results for this report. All computations of means, standard deviations, significance tests and other statistical procedures employed were done using raw score data. Raw score distributions of pre and post test results will be found in Appendix I-C.

STEP Essay Test: This is a standardized test designed to measure a student's ability to write an organized essay on a standard topic. Since the junior high compensatory education program was conceived as a broadly based

program for the development of language arts skills it was deemed appropriate to utilize a test of this type for the measurement of writing ability as well as tests for reading and other language skills. Factors included in the scoring of the STEP Essay Test are "quality and thought" (50%), "style" (30%) and "conventions" (20%).

Pre-tests were administered to random samples of seventh and eighth grade pupils during the Spring of 1966. Alternate forms of the test were administered to these pupils during the Spring of 1967, or one year later.

Two substitute teachers with training as English teachers worked with the investigators in developing a consistent scoring rationale in line with the publisher's guidelines. Each scorer then completed an independent rating of each essay on a seven-point scale. Where there was agreement between the ratings, that value was used. In cases where different values were assigned, an average of the two ratings was computed. The same scoring procedure was utilized for pre and post testings.

California Study Methods Survey: Sub-scales of this instrument cover the areas of "Attitudes Toward School," "Mechanics of Study," and "Planning and System." The instrument yields a score in each of these areas as well as a total score.

Because the chief purpose for administering this instrument was not to sample achievement, an attempt was made to eliminate the necessity of possessing reading skills or a "sophistocated" vocabulary in order to respond to the items. Following consultation with the test author and publishers, permission was granted to modify various items through the substitution of common synonyms in the place of words which were identified by program personnel as "completely alien" to the majority of students in these schools. A second major deviation was the elimination of seven inappropriate items which did not apply to the curricular experiences of most Oakland Public Schools children. In order to eliminate the factor of reading handicaps on test performance, the test was presented to pupils in tape-recorded form instead of the usual student-read booklets.

With these modifications of the instrument and because of the special characteristics of the study population, the use of national norms was inappropriate. Therefore, "local norms" for the instrument were developed for interpretive use.

For the purpose of this study pre and post raw test scores were analyzed for significance of gains for a random sample of pupils enrolled in grades eight and nine during the 1966-67 school year. Frequency distributions obtained from the two test administrations are included in the FINDINGS section of this report.

Teacher's Evaluation of Individual Student's Language Arts Skills: As another means for assessing pupil performance in the language arts a locally prepared teacher rating scale form was developed. The scale consisted of two parts. The first section provided for ratings on a nine-point scale of eleven specific reading skills. The second section provided for ratings on a seven-point scale of the level of improvement observed in five general areas. Ratings were obtained in November of 1967 for a random sample of eighth grade pupils and were followed up by ratings on pupils still in the program in April of 1967. A copy of the evaluation instrument will be found in Appendix I-D.

Teachers' Grades: Teacher grades provided yet another means for measuring the growth of individual pupils. A 30% random sample of pupils in each of grades seven, eight and nine was drawn for study. Data for all students in the sample who had recorded grades for the first marking period and the final year grade were used in the analysis. Grades used were English "Academic," Social Science "Academic," and Social Science "Citizenship" for grades seven and eight, and English "Academic," Science "Academic" and Science "Citizenship" for grade nine. The basis for selecting these particular marks for analysis were these. First, it was deemed relevant to assess possible shifts in student marks in English, since this area was directly related to and involved in the compensatory education program. Secondly, the selection of Social Science and Science "Academic" and "Citizenship" marks would make it possible to assess the possible effects of the program on both academic performance and student behavior in a related subject area not directly involved in the compensatory education program.

School Attendance: School attendance records were analyzed for the first and fourth grade marking periods in the same subjects indicated above in the Teachers' Grades section. Attendance records for the total year were obtained also for descriptive purposes as well as for possible baseline information for future attendance studies. Attendance data were included as a part of the overall evaluation studies to serve as a rough index of pupil motivation.

Student Self-Rating Scale: This was a locally prepared instrument developed to obtain data on student self-perceptions and motivations. The scale was administered to a 30% random sample of ninth grade pupils during November of 1966 and readministered to the same pupils in April of 1967. The purpose of the pre-post administration of the instrument was to assess possible modifications in pupil self-concept which might be related to the program of compensatory education services. A copy of the instrument will be found in Appendix I-D.

Staff Questionnaires: Questionnaires designed to obtain evaluative opinions regarding significant aspects of the program operation and effectiveness were completed by: Principals of the three schools and all members of the English Department language development teams. Copies of the questionnaires are found in Appendix I-D.

Parent Interviews: A random sample of 94 parents of junior high school pupils residing in the ESEA Target Area were interviewed to obtain opinions of the value of the compensatory education program to their children. A complete report of the procedures employed and the results obtained will be found in Chapter VI. A copy of the junior high parent interview schedule with response frequencies and percentages will be found in Appendix VI-B.

Data Analysis

Pre and post frequency distributions, means, and standard deviations based upon raw scores were computed for the subtests of the California Achievement Battery. For grade seven results for all pupils having October, 1966 pre and May, 1967 post test information for each test variable were included in these computations. For grades eight and nine only those pupils having test information for three measurement periods (February, 1966, May, 1966 and May, 1967) were included in the test score analyses.

In addition to the pre-post comparisons made upon total group data for grades seven, eight and nine, the upper and lower 25% of students' scores based upon their first pretests were analyzed. The attempt here was to study the mean growth patterns of the higher and lower achieving students.

In addition to these basic analyses, covariance analyses were performed also between total group eighth and ninth grade test variables. This analysis was made in order to examine possible differentials in the tested growth patterns between the two grade levels studied.

The statistical analyses performed on the CAT test scores were provided by the Palo Alto office of the Service Bureau Corporation. Through cooperation with Service Bureau Corporation, comprehensive data processing master file and data analysis systems were developed to provide the means for conducting the various statistical procedures required for the longitudinal studies made during the Spring of 1967 as well as for those projected for the future.

Means, standard deviations and significance of gains tests were computed for pre and post data for STEP Essay Test ratings and for California Study Methods Survey raw scores. Means standard deviations, frequency distributions and percentages were calculated in the analysis of pre and post pupil grade data. Frequencies and percentages were obtained for pre and post paired teacher ratings of reading ability as well as chi square values for the items analyzed. Frequencies and percentages were obtained for pre and post absence and self-rating data.

All staff questionnaire items were tallied and response frequencies and percentages computed. The same procedure was followed in the analysis of parent interview data.

RESULTS

California Achievement Test Results

The analyses of pre-post California Achievement Test Battery data are presented in Tables 1-3 on the following pages. Table 1 presents for each testing period in grades seven, eight and nine the number tested, raw score means and standard deviations and grade equivalents corresponding to mean raw scores. The information presented is based upon students having complete test data for each testing administration period. In all pre-post comparisons the gains observed were significant at the .05 level except for the February, 1966 pre to May, 1966 post-test comparison at the eighth grade level.

Reading and Mechanics of English test results obtained at the seventh grade level were quite positive. During the eight-month interval between testings these students equaled month-for-month progress are better in Reading Vocabulary, Reading Comprehension and English Mechanics. In the spelling test, however, these students accomplished only a three-month gain. At the eighth grade level the pattern was almost identical with month-for-month gains over the twelve school months of program operation observed generally in the reading and language subtests and only a small three-month gain in spelling. Ninth graders exceeded month-for-month growth in Vocabulary skills, achieved somewhat below this rate in Comprehension and Mechanics of English, and as at the other two grade levels made the smallest gains in Spelling. Despite the lesser gains in spelling it will be observed, however, that at each grade level spelling was the

TABLE 1

Pre and Post California Achievement Test Results for Total Groups - Grades 7, 8, and 9

Grade	Test Administration Period*		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
			Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.
7	Pre Test (Oct. 1966)	N Mean S.D.	614 21.1 9.19	5.3	646 29.3 10.88	5.9	659 41.8 15.49	5.5	605 13.3 5.71	6.8
	Post Test (May 1967)	N Mean S.D.	614 27.1 10.01	6.4	646 34.6 12.19	6.7	659 51.2 17.76	6.5	605 14.2 6.14	7.1
8	Pre Test (Feb. 1966)	N Mean S.D.	436 24.5 9.55	6.0	436 31.6 10.43	6.2	492 48.1 17.05	6.2	485 14.5 6.19	7.2
	Post Test (May 1966)	N Mean S.D.	436 24.7 10.58	6.0	436 34.3 11.51	6.6	492 52.9 16.68	6.6	485 14.8 5.90	7.3
	Post Test (May 1967)	N Mean S.D.	436 31.8 10.94	7.2	436 40.9 13.51	7.4	492 60.5 16.48	7.3	485 16.1 6.59	7.5
9	Pre Test (Feb. 1966)	N Mean S.D.	345 27.0 9.56	6.4	345 36.2 12.46	6.8	277 54.2 17.50	6.7	280 16.9 5.84	7.8
	Post Test (May 1966)	N Mean S.D.	345 28.3 10.88	6.7	345 38.5 13.12	7.1	277 59.8 16.79	7.2	280 17.8 5.73	8.0
	Post Test (May 1967)	N Mean S.D.	345 34.8 10.29	7.7	345 44.2 13.29	7.7	277 65.0 15.71	7.6	280 18.4 6.17	8.2

*All Pre-Post gain comparisons significant at the .05 level except eighth grade February 1966 to May 1966 comparison.

highest of the four areas tested at both pre and post-test periods.

Another means for interpreting the achievement data obtained is presented in Table 2. Here, the attempt was made to provide approximations of learning rates for pupils based upon their pre-ESEA achievement patterns against which their actual Spring, 1967 post-test results could be compared. Typically it is assumed from standardized normative test data that average students will make one month of progress in achievement for each month of in-school experience. It will be observed from the pre-test scores presented in Table 1 that the pupils participating in this program had not been making month-for-month progress prior to the inception of the ESEA program.

The rate of growth factor utilized in Table 2 was derived from computing the ratio of the pre-test mean grade score achievement to the actual pre-test period grade status. The resultant quotient has then been multiplied by the actual post-test period grade status to arrive at an "expected" post-test achievement grade equivalent score. The difference between the "expected" and the "actual" gain may then be interpreted as a rough index of the impact of the special program provided to these junior high students. These interpretations must be made with caution, however, since the procedure utilized requires that these assumptions be made: 1) that the instruments used yield precise grade equivalent units throughout the scale for the scores obtained at the test administration periods and 2) that the growth rates expressed in terms of grade equivalent units for the three grade levels studied follow straight line patterns.

Bearing these limitations in mind the data in Table 2 do suggest that the greatest relative gains over "expectancy" were made at the seventh grade level (.5 of a school year in Reading Vocabulary and Mechanics of English). However, all three grade levels surpassed their "expected" levels in Reading Vocabulary, Comprehension and Mechanics of English in seven of the nine comparisons made. As indicated previously, however, spelling results fell below "expected" levels.

Table 3 presents data on the achievement patterns obtained by the total group and top and bottom quarter ability eighth and ninth grade students based upon pre-test results. Although the results of this type of analyses are always subject to regression effects, i.e., both high and low achievers will tend to score closer to the average on a second testing, the pattern of results included in Table 3 is of some interest. Since the lower 25% of the students in most instances show gains considerably greater than those found for the total and top quarter groups this suggests that the present junior high program has been more effective with the lower achieving groups than with other ability groups.

In attempting to measure possible differences in the performance of the upper 25%, lower 25%, and total groups across grade levels, covariance analyses were applied to each of the three groups in grades eight and nine for each of the four test variables. Of the 12 comparisons made only Reading Comprehension for the upper quarter groups provided significant differences with the eighth grade achieving significantly higher scores. Pre, post and adjusted post-test means are presented in Table 4.

TABLE 2

"Expected" Versus "Actual" Post-Test Grade Equivalent Achievement Gains for Grades 7, 8, and 9

Grade	Pre-Test Grade Equiv.	Ach. Growth Rate (Pre ESEA)	Expected Post-Test Achievement	Actual Post-Test Achievement	Gain over Expected Ach.
			Reading Vocabulary		
7	5.3 (Oct. 1966)	5.3 (Pre-Test) / 7.1 (Ave Gr. Level) = .75	7.8 (Actual Post grade status) x .75 (Pre ESEA Growth rate) = 5.9	6.4	6.4 (Actual Ach.) - 5.9 (Expected Ach.) + .5 (Gain over expected)
8	6.0 (Feb. 1966)	.79	7.0	7.2	+0.2
9	6.4 (Feb. 1966)	.74	7.3	7.7	+0.4
			Reading Comprehension		
7	5.9	.83	6.5	6.7	+0.2
8	6.2	.82	7.2	7.4	+0.2
9	6.8	.79	7.7	7.7	----
			Mechanics of English		
7	5.5	.77	6.0	6.5	+0.5
8	6.2	.82	7.2	7.3	+0.1
9	6.7	.78	7.6	7.6	----
			Spelling		
7	6.8	.96	7.5	7.1	-0.4
8	7.2	.95	8.4	7.5	-0.9
9	7.8	.91	8.9	8.2	-0.7

TABLE 3

Pre and Post California Achievement Test Results for Total, Upper 25% and Lower 25% for Grades 8 and 9

Grade	Group	Test Administration Period		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
				Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
8	Upper 25%	Pre (Feb.'66)	N	109		122		123		114	
			M	37.1	8.0	45.1	7.8	70.8	8.2	23.3	9.9
		Post(May '67)	M	43.3	9.0	55.6	9.2	77.0	9.1	23.9	10.1
	Total Group	Pre (Feb.'66)	N	436		436		492		485	
			M	24.5	6.0	31.6	6.2	48.1	6.2	14.5	7.1
		Post(May '67)	M	31.8	7.2	40.9	7.4	60.5	7.3	16.1	7.5
	Lower 25%	Pre (Feb.'66)	N	121		100		118		114	
			M	13.4	3.9	19.5	4.6	26.3	3.0	6.8	5.0
		Post(May '67)	M	22.2	5.5	29.0	5.9	44.5	5.8	9.7	5.7
9	Upper 25%	Pre (Feb.'66)	N	88		90		72		80	
			M	39.7	8.3	53.0	8.8	76.8	9.1	23.9	10.1
		Post(May '67)	M	45.2	9.4	59.5	9.8	79.8	9.5	23.5	9.9
	Total Group	Pre (Feb.'66)	N	345		345		277		280	
			M	27.0	6.4	36.2	6.8	54.2	6.7	16.5	7.6
		Post(May '67)	M	34.8	7.7	44.3	7.7	65.0	7.6	18.4	8.2
	Lower 25%	Pre (Feb.'66)	N	91		86		69		69	
			M	15.6	4.4	21.9	5.0	32.5	4.1	9.0	5.6
		Post(May '67)	M	24.4	5.9	31.7	6.2	49.4	6.3	11.9	6.4

TABLE 4

Analysis of Covariance Results for Upper Quarter Pupils on the CAT Reading Comprehension Test

Grade	Pre-Test Mean	Post-Test Mean	Adjusted Post-Test Mean
8	45.07	55.61	58.31
9	52.97	59.47	55.80

F = 4.75
(df = 1,209) Significant at .05 Level

These data suggest that the eighth grade program has contributed to greater achievement of the students in the top quarter of reading comprehension ability than at the ninth grade level.

STEP Essay Test Results

Results of the STEP Essay Test for 124 eighth grade and 54 ninth grade pupils upon whom pre (Spring 1966) and post (Spring 1967) test ratings were available are presented in Table 5, which may be found on the following page.

TABLE 5

Rating Distribution, Means and Standard Deviations
for Pre and Post STEP Essay Test Results:
Grades 8 and 9 (N=178)

Rating	Eighth Grade				Ninth Grade			
	No. Cases		Mean, SD and N (Ratings)		No. Cases		Mean, SD and N (Ratings)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
7.0	0	0			0	0		
6.5-6.99	0	0			1	0		
6.0-6.49	2	0			2	0		
5.5-5.99	3	0			0	0		
5.0-5.49	8	1			2	0		
4.5-4.99	6	2	M=2.91	M=2.67	5	0	M=3.35	M=2.75
4.0-4.49	9	6	SD=1.24	SD= .83	11	6	SD=1.45	SD= .79
3.5-3.99	17	16	N=124	N=124	7	7	N=54	N=54
3.0-3.49	23	29			10	12		
2.5-2.99	14	16			6	9		
2.0-2.49	18	36			6	16		
1.5-1.99	12	8			1	2		
1.0-1.49	12	10			3	2		

It will be observed from this table that the post ratings tended to fall somewhat below the pre ratings for both grade levels. Gain scores for individual pupil ratings were obtained and significance tests of these gains were performed. The resulting critical ratios for grades seven and eight were 2.89 and 5.46 respectively, both of which reach the .01 level of significance. These results which indicate losses in essay writing proficiency are somewhat disappointing, of course. It should be kept in mind, however, that the raters who rated the pre essays were not the same raters evaluating the post essays. It is possible therefore, that despite the care in attempting to standardize scoring procedures the long-standing difficulty of rater bias in evaluating essays may have influenced the results obtained for this study. In other words, because of individual characteristics the post judges may have had a tendency to rate the papers they read more severely than did the pre raters. However, it is also possible that the emphasis placed upon the development of reading skill as a language arts activity in the junior high school program may have actually reduced the amount of time devoted to instruction in writing skills.

California Study Methods Survey Results

Pre and post summary results for the California Study Methods Survey for grades eight and nine are presented in Table 6. The analyses performed were based upon an approximate 25% random sample of all eighth and ninth grade pupils enrolled in the three target area junior high schools upon whom both pre (Spring 1966) and post (Spring 1967) test data were available.

TABLE 6

Means, Standard Deviations, and Gains for Pre and Post California Study Methods Survey Results: Grades 8 and 9

Grade		Attitudes Toward School			Mechanics of Study			Planning and System			Total Study Methods		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
8 (N= 110)	M	30.6	28.5	-2.1*	34.2	33.4	-.8	15.1	14.4	-.8*	79.8	76.2	-3.6*
	SD	6.51	6.27	6.10	5.82	5.45	5.66	3.31	3.19	3.61	13.35	12.29	11.75
9 (N= 112)	M	28.3	28.5	.1	33.6	34.0	.38	14.0	14.6	.54	75.97	77.0	1.1
	SD	6.68	6.73	6.72	5.79	5.98	5.68	3.69	3.79	3.73	13.7	13.6	11.97

*Significant at the .05 Level.

It will be observed from Table 6 that significant differences were obtained for grade eight in the undesired direction for three out of four of the test comparisons. No significant differences were found at grade nine, however. Although it is difficult to draw conclusive interpretations from data such as these without a control group or other reference group for comparison, the data do suggest that the present ESEA program has not made a significant contribution to an increase in study methods skills for junior high students.

Teacher's Evaluation of Individual Student's Language Arts Results

Table 7 on the following page provides data from teachers' ratings of several skills related to the language arts program. Pre and post data from Part I of the rating scale are presented for a random sample of 213 eighth grade pupils upon whom pre (November, 1966) and post (April, 1967) data were available for the purpose of this analysis. Ratings on the nine point scale were combined as follows: Infrequently (0-3); Sometimes (4-5); and Frequently (6-9).

TABLE 7

Numbers and Percents for Pre and Post Teacher Ratings
of Pupil Language Arts Skills:
Grade 8 (N=213)

Rating Scale Item		Infrequently		Sometimes		Frequently	
		N	%	N	%	N	%
At this point in time this student:							
1. Utilizes a variety of word attack skills*	Pre	76	35.7	91	42.7	46	21.6
	Post	37	17.4	104	48.8	72	33.8
2. Exhibits skill at word recognition*	Pre	57	26.8	95	44.6	61	28.6
	Post	34	16.0	90	42.3	89	41.8
3. Exhibits understanding of word meanings*	Pre	56	26.3	97	45.5	60	28.2
	Post	33	15.5	100	46.9	80	37.6
4. Comprehends what he reads*	Pre	49	23.0	96	45.1	68	31.9
	Post	27	12.7	92	43.2	94	44.1
5. Exhibits skill at reading independently*	Pre	74	34.7	80	37.6	59	27.7
	Post	49	23.0	85	39.9	79	37.1
6. Uses time provided for voluntary reading*	Pre	90	42.3	64	30.0	59	27.7
	Post	62	29.1	76	35.7	75	35.2
7. Exhibits skill in reading for a variety of purposes such as:							
a. Reading for appreciation*	Pre	95	44.6	71	33.3	47	22.1
	Post	61	28.6	81	38.0	71	33.3
b. Reading to locate information*	Pre	78	36.6	81	38.0	54	25.4
	Post	39	18.3	89	41.8	85	39.9
c. Reading to identify main ideas*	Pre	76	35.7	87	40.8	50	23.5
	Post	45	21.1	85	39.9	83	40.0
d. Reading for critical evaluation*	Pre	118	55.4	68	31.9	27	12.7
	Post	83	40.0	82	38.5	48	22.5

*Significant at .05 Level.

A chi square test of significance was applied to each pre-post comparison for the eleven rating scale items. The pattern of results obtained yields a significant chi square value for every item. All items reflect movement in the desired direction of student improvement. These data indicate that in the opinion of the classroom teachers, pupils had definitely improved in their language arts skills.

In Part II of the teacher's post rating scale provision was made for evaluations of the extent to which students had improved in five areas. Table 8 presents data obtained on the same sample of 213 eighth grade pupils whose data were presented in Table 7 on the preceding page. For the purpose of this analysis, ratings on the seven point scale were dichotomized as follows: Shown Little or No Improvement (0-3); Shown Some or Marked Improvement (4-7).

TABLE 8

Numbers and Percents for Teacher Ratings of Degree of Improvement For Eighth Grade Pupils in Reading, Attendance, Attitude Toward School, Writing and Speaking (N=213)

Rating Scale Item	Little or No Improvement		Some or Marked Improvement	
	N	%	N	%
1. General reading skills have shown	52	24.4	161	75.6
2. Attendance has shown	69	32.4	144	67.6
3. Attitude toward school has shown	54	25.4	159	74.6
4. General writing skills have shown	65	30.5	148	69.5
5. General speaking skills have shown	59	27.7	154	72.3

Once again it is observed that teachers held the general opinion that students had shown definite progress in their language arts skills and attendance as well.

Teachers' Grades Results

The distribution of teacher grades for seventh, eighth and ninth grade are presented in Table 9. The students included in the study represent random samples of 30% of all seventh, eighth and ninth grade pupils upon whom first period and final grades were available.

TABLE 9

Numbers and Percents for Seventh, Eighth, and Ninth Grade Pupils' Grades for First Marking Period and Final Grade.

Grade Level	Mark	ENGLISH (ACADEMIC)				SOCIAL SCIENCE* (ACADEMIC)				SOCIAL SCIENCE (CITIZENSHIP)**			
		Period 1		Final		Period 1		Final		Period 1		Final	
		N	%	N	%	N	%	N	%	N	%	N	%
7	A	9	3.4	8	3.1	13	5.0	11	4.2	29	14.3	31	15.3
	B	61	23.3	53	20.2	46	17.7	60	23.1	58	28.6	65	32.0
	C	90	34.4	105	40.1	90	34.6	76	29.2	57	28.1	65	32.0
	D	82	31.3	84	32.1	96	36.9	96	36.9	37	18.2	32	15.8
	F	20	7.6	12	4.6	15	5.8	17	6.5	22	10.8	10	4.9
8	A	6	2.5	2	.8	13	5.3	4	1.6	42	21.4	41	20.9
	B	38	15.5	38	15.5	58	23.7	62	25.3	59	30.1	52	26.5
	C	103	42.0	103	42.0	91	37.1	97	39.6	54	27.6	65	33.2
	D	77	31.4	76	31.0	60	24.5	64	26.1	26	13.3	26	13.3
	F	21	8.6	26	10.6	23	9.4	18	7.4	15	7.7	12	6.1
9	A	15	6.3	12	5.0	18	7.5	14	5.8	32	17.8	34	18.9
	B	46	19.2	43	17.9	39	16.3	61	25.4	63	35.0	61	33.9
	C	61	25.4	83	34.6	98	40.8	88	36.7	63	35.0	65	36.1
	D	84	35.0	83	34.6	57	23.8	59	24.6	14	7.8	14	7.8
	F	34	14.2	19	7.9	28	11.7	18	7.5	8	4.4	6	3.3

*Grade 9 - Science (Academic)
**Grade 9 - Science (Citizenship)

Only minor shifts in patterns of grades may be observed from the data presentations in Table 9. Means and standard deviations for these distributions will be found in Table 10 on the following page.

TABLE 10

Means and Standard Deviations for Teacher Grades
for Grades 7, 8, and 9

Grade Level		ENGLISH (ACADEMIC)		SOCIAL SCIENCE* (ACADEMIC)		SOCIAL SCIENCE (CITIZENSHIP)**	
		Period 1	Final	Period 1	Final	Period 1	Final
7	N	262	262	260	260	203	203
	M	1.8	1.9	1.8	1.8	2.2	2.4
	SD	.98	.90	.97	1.00	1.20	1.07
8	N	245	245	245	245	196	196
	M	1.7	1.6	1.9	1.9	2.4	2.4
	SD	.91	.90	1.03	.93	1.19	1.14
9	N	240	240	240	240	180	180
	M	1.7	1.8	1.8	2.0	2.5	2.6
	SD	1.12	1.00	1.07	1.02	1.02	.99

*Grade 9 - Science (Academic)
**Grade 9 - Science (Citizenship)

None of the grade means for Period 1 are statistically significant from those based upon the Final marking period. This indicates that the impact of the ESEA program has not been reflected in teacher grades for the 1966-67 school year.

School Attendance Results

Table 11 on the following page presents school attendance data for seventh, eighth, and ninth grade pupils. The students included in this investigation are the same as those for whom grade information was presented in Tables 9 and 10.

TABLE 11

Absence Rates for First and Last Marking Periods in Selected Courses at Grades 7, 8, and 9

Grade	Subject		N	Total Days Absent	Av. Absent Per Day	Percent Absent Per Day
7	English	Per. 1	261	1122	22.9	8.8
		Per. 4	261	1462	33.2	12.7
7	Soc. Science	Per. 1	260	1092	22.3	8.6
		Per. 4	260	1378	31.3	12.0
8	English	Per. 1	240	1200	24.5	10.2
		Per. 4	240	1464	33.3	13.9
8	Soc. Science	Per. 1	240	1224	25.0	10.4
		Per. 4	240	1536	34.9	14.5
9	English	Per. 1	239	1147	23.4	9.8
		Per. 4	239	1147	26.1	10.9
9	Soc. Science	Per. 1	236	1062	21.7	9.2
		Per. 4	236	1180	26.8	11.4

It will be observed from the above table that absence rates were somewhat higher during the final marking period than they had been in the first marking period. These data indicate that the reduction of absence rates over the course of the school year in 1966-67 has not been one of the effects of the ESEA program. The pattern of absence rates for the two quarters should be interpreted with caution, however, since similar data for a control group were not available for comparison. For example, it is possible that factors such as the weather, Spring activities, etc. tend to encourage absence during the Spring period in all schools. Regardless of the pre-post interpretations that might be made, these data do demonstrate the extent of one of the many problems schools face in providing educational programs for disadvantaged pupils.

Student Self-Rating Scale Results

Tables 12-14 present pre (November, 1966) and post (April, 1967) self-rating data for a 30% random sample of ninth grade pupils attending the three Target Area junior high schools. Because of the very tight schedule for report preparation during the summer, time did not permit further statistical analyses of these data beyond the tally summaries and percentages provided in the three tables. However, a careful inspection of the pre-post percentages reveal little variation between the two survey periods.

It is interesting to observe from Table 12 that ninth grade pupils tended to rate themselves as average or above average in most of the school-learned skills rated. For example, in answer to the question, "How do you rate yourself as a student?"-- 6.7% responded Very Good; 32.1% Above Average; 55.5% Average; and 0.5% Poor.

Table 13 presents data on five questions related to school habits and future educational plans. Although the shifts between pre and post ratings are minimal for most response categories it is interesting to note that at post

TABLE 12

Numbers and Percentages of Pre and Post Ninth Grade Pupils to Self-Rating Questions About School-Learned Skills

Item	Poor		Below Ave.		Ave.		Above Ave.		Very Good		
Rate your ability to:	N	%	N	%	N	%	N	%	N	%	
A. Understand and follow written directions.	5	2.2	11	4.8	128	55.4	73	31.6	14	6.1	Pre
	2	0.9	13	5.6	125	54.1	60	26.0	31	13.4	Post
B. Understand what you read.	8	3.5	29	12.6	111	48.1	59	25.5	24	10.4	Pre
	4	1.7	31	13.4	119	51.5	59	25.5	18	7.8	Post
C. Write paragraphs.	16	7.0	44	19.1	107	46.5	49	21.3	14	6.1	Pre
	16	7.0	48	20.9	103	44.8	49	21.3	14	6.1	Post
D. Study.	19	8.3	36	15.7	116	50.4	46	20.0	13	5.7	Pre
	19	8.3	46	20.0	106	46.1	45	19.6	14	6.1	Post
E. Capitalize and punctuate.	13	5.6	37	16.0	95	41.1	63	27.3	23	10.0	Pre
	9	3.9	40	17.3	101	43.7	67	29.0	14	6.1	Post
F. Explain your thought when making a speech before classmates.	26	11.3	47	20.4	102	44.3	37	16.1	18	7.8	Pre
	18	7.8	66	28.7	102	44.3	33	14.3	11	4.8	Post
G. Use the library.	20	8.7	38	16.5	82	35.5	55	23.8	36	15.6	Pre
	20	8.7	51	22.1	86	37.2	46	19.9	28	12.1	Post
H. Write compositions such as themes,essays, poetry or stories.	31	13.5	42	18.3	93	40.4	46	20.0	18	7.8	Pre
	21	9.1	68	29.6	78	33.9	46	20.0	17	7.4	Post
I. Read quickly.	18	7.8	36	15.6	91	39.4	61	26.4	25	10.8	Pre
	9	3.9	40	17.3	107	46.3	51	22.1	24	10.4	Post
J. Solve arithmetic word problems.	17	7.4	43	18.7	84	36.5	63	27.4	23	10.0	Pre
	13	5.7	48	20.9	103	44.8	49	21.3	17	7.4	Post
K. Understand and follow directions given aloud by teacher.	4	1.7	10	4.3	95	41.1	84	36.4	38	16.5	Pre
	4	1.7	18	7.8	99	42.9	73	31.6	37	16.0	Post
L. Explain your thoughts when talking casually with classmates.	9	3.9	23	10.0	86	37.4	64	27.8	48	20.9	Pre
	8	3.5	24	10.4	90	39.1	70	30.4	38	16.5	Post
M. Write sentences.	10	4.3	17	7.4	89	38.5	74	32.0	41	17.7	Pre
	8	3.5	32	13.9	84	36.4	71	30.7	36	15.6	Post
N. Take helpful notes in class or when you are reading.	33	14.3	60	26.0	99	42.9	28	12.1	11	4.8	Pre
	29	12.6	74	32.0	97	42.0	18	7.8	13	5.6	Post
O. Write letters.	16	7.0	26	11.3	87	37.8	65	28.3	36	15.7	Pre
	15	6.5	48	20.9	77	33.5	63	27.4	27	11.7	Post
P. Explain your thoughts when talking casually with adults	11	4.8	37	16.1	102	44.3	53	23.0	27	11.7	Pre
	10	4.3	32	13.9	98	42.6	66	28.7	24	10.4	Post
Q. Spell.	26	11.3	28	12.1	71	30.7	55	23.8	51	22.1	Pre
	25	10.8	32	13.9	80	34.6	46	19.9	48	20.8	Post
R. How do you rate yourself as a student? Consider all the skills listed above.	2	1.0	11	5.3	116	55.5	67	32.1	13	6.2	Pre
	1	0.5	15	7.2	121	57.9	58	27.8	14	6.7	Post

TABLE 13

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO NINTH GRADE PUPIL SELF-RATING QUESTIONS ABOUT SCHOOL HABITS AND FUTURE EDUCATIONAL PLANS

QUESTION	RESPONSE	PRE		POST	
		N	%	N	%
A. During a school month I am usually tardy -	1. 16 or more times	8	3.6	8	3.6
	2. 11 to 15 times	9	4.0	11	4.9
	3. 6 to 10 times	28	12.5	42	18.8
	4. 1 to 5 times	120	53.4	110	49.1
	5. Never	59	26.3	53	23.7
B. How much time do you usually study or do homework before the school day begins or after it is over?	1. No time	21	9.2	12	5.2
	2. 1 to 15 minutes	41	17.9	43	18.8
	3. 16 to 30 minutes	58	25.3	69	30.1
	4. 31 minutes to one hour	72	31.4	63	27.5
	5. More than one hour	37	16.2	42	18.3
C. How sure are you that you will graduate from high school?	1. I definitely will	84	36.5	106	46.1
	2. I'm fairly sure	74	32.2	73	31.7
	3. I don't know	60	26.1	43	18.7
	4. I may not	10	4.3	8	3.5
	5. I definitely will not	2	0.9	-	-
D. What plans have you made about what you will do after high school?	1. I have made no plans	15	7.1	18	8.5
	2. I will continue my education	138	65.4	126	59.7
	3. I will work	29	13.7	33	15.6
	4. I will enter a branch of the Armed Services	22	10.4	18	8.5
	5. Other Plans	7	3.3	16	7.6
E. If you plan to continue your education after high school, do you plan to -	1. Attend a technical school?	31	13.7	24	10.6
	2. Attend a junior college only?	45	19.9	46	20.4
	3. Attend a junior college then transfer to a four year college University?	52	23.0	52	23.0
	4. Attend a four year college or university?	74	32.7	68	30.1
	5. I do not plan to continue my education.	24	10.6	36	15.9
F. If high school requirements, grades, money, or other problems were not to be considered and you were free to pick any sort of after high school education you wanted, would you plan to -	1. Attend a technical school?	24	10.6	19	8.4
	2. Attend a junior college only?	30	13.2	39	17.2
	3. Attend a junior college, then transfer to a four year college or university?	65	28.6	66	29.1
	4. Attend a four year college or university?	93	41.0	80	35.2
	5. I would not continue my education.	15	6.6	23	10.1

TABLE 14

Numbers and Percentages of Pre and Post Ninth Grade Pupil Responses

To Future Work Plans

ITEM		Professional & Managerial		Clerical & Sales		Service Work		Agr., Marine & Forestry		Skilled		Semi - Skilled		Unskilled		Prof. Athlete		Don't Know		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
A.	If you plan to work soon after you finish high school, what type of work do you really plan to do?	34	15.4	64	29.0	24	10.9	-	-	25	11.3	6	2.7	8	3.6	6	2.7	54	24.4	Pre
		32	14.5	69	31.2	17	7.7	-	-	26	11.8	-	-	6	2.7	4	1.8	67	30.3	Post
B.	If you plan to work soon after you finish high school, and you could have any job you wanted what type of work would you do?	68	30.2	62	27.6	21	9.3	-	-	30	13.3	5	2.2	5	2.2	8	3.6	26	11.6	Pre
		77	34.2	55	24.4	16	7.1	-	-	25	11.1	-	-	3	1.3	12	5.3	37	16.4	Post
C.	What type of work do you actually think you will do during most of your working years?	73	32.9	45	20.3	15	6.8	-	-	29	13.1	2	0.9	8	3.6	15	6.8	35	15.8	Pre
		64	28.8	55	24.8	12	5.4	-	-	31	14.0	-	-	6	2.7	7	3.2	47	21.2	Post
D.	What type of work would you do during most of your working years if you could have any job you wanted?	92	40.9	45	20.0	20	8.9	-	-	23	10.2	4	1.8	2	0.9	17	7.6	22	9.8	Pre
		89	39.6	44	19.6	18	8.0	-	-	21	9.3	1	0.4	4	1.8	13	5.8	35	15.6	Post
E.	What sort of work do your parents think you will do?	66	29.6	25	11.2	9	4.0	-	-	12	5.4	2	0.9	6	2.7	11	4.9	92	41.3	Pre
		78	35.0	26	11.7	10	4.5	-	-	15	6.7	-	-	4	1.8	8	3.6	82	36.8	Post

rating time 46.1% indicated they definitely planned to graduate from high school as contrasted with 36.5% who gave a similar response in the fall of the school year. In each survey approximately 32% indicated they were "fairly sure" they would graduate. It is also interesting to note that at the present time 60% of these ninth graders indicated they plan to continue their education after completing high school.

Table 14 indicates that approximately 30% of these ninth graders believed that they would be working in professional or managerial positions for most of their working years; approximately 25% felt they would be engaged in clerical or sales work most of their careers; approximately 14% believed they would be engaged in skilled labor occupations; and approximately 20% had no idea of what their occupations might be. There were no marked shifts in these responses between the two surveys. It was also interesting to note that the largest response to the question, "What sort of work do your parents think you will do?", was "Don't know" (approximately 37% at post test time). The next largest response to this question (35% at post test time) indicated that these pupils felt their parents believed that their children would be entering professional or managerial occupations.

Staff Questionnaire Results

The three principals and all 43 teachers comprising the language development teams in the three Target Area junior high schools responded to staff questionnaires. Frequencies and percentages for each item in the questionnaires will be found in Appendix I-D. Responses to particular questions pertaining to the school site instructional program are summarized in Table 15.

Responses to items pertaining to the reduction of classroom periods to four for English teachers and to the services rendered by the teachers for language development and reading assistants were all markedly positive by administrators and teachers alike. For all items at least two-thirds of both groups of personnel indicated "Some Help" or "Much Help" responses. In all items except one, 50% or more indicated that the area of service had been of "Much Help".

Three questions in the staff questionnaires dealt with the impact of the compensatory education program on school discipline. Table 16 presents a summary of the responses to these questions. (Table 16 will be found on the following page).

TABLE 15

Numbers and Percents of Principals' and Teachers' Responses to Questions Related to Selected Elements of Junior High Instructional Program

Item	Group	No Help		Little Help		Some Help		Much Help		Don't Know	
		N	%	N	%	N	%	N	%	N	%
Helpfulness of reducing every teacher's assignment to four classes to provide opportunity:	Principal	-	-	-	-	-	-	3	100.0	-	-
1. For team planning	Teacher	1	2.3	-	-	7	16.3	29	67.4	5	11.6
2. To plan for and develop innovative classroom methods	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.3	1	2.3	9	20.9	28	65.1	3	6.9
3. To plan for and develop effective and instructional materials	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.3	1	2.3	11	25.6	25	58.1	3	6.9
4. For teacher-student interaction	Principal	-	-	-	-	1	33.3	2	66.7	-	-
	Teacher	1	2.3	2	4.7	9	20.9	26	60.5	3	6.9
Helpfulness of TALD to staff: 1. Coordinating the development of the reading and language in your school	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	-	-	-	-	13	32.5	23	57.5	4	10.0
2. Innovating new instructional approaches, materials and teaching methods	Principal	-	-	-	-	-	-	2	66.7	1	33.3
	Teacher	-	-	2	5.0	12	30.0	21	52.5	3	7.5
3. Planning and coordinating cultural enrichment activities	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.5	1	2.5	9	22.5	24	60.0	5	12.5
4. Ordering and maintaining supplies, materials and equipment	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	-	-	-	-	10	25.0	27	67.5	3	7.5
5. Providing In-service experiences	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.5	2	5.0	11	27.5	23	57.5	3	7.5
6. Coordinating and instruction in the teacher aide program	Principal	-	-	-	-	1	33.3	2	66.7	-	-
	Teacher	2	5.0	2	5.0	13	32.5	16	40.0	7	17.5
Helpfulness of reading asst. (3 on 2 plan) for increased opportunity: 1. For individual or small group instruction	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.3	1	2.3	3	6.9	35	81.4	3	6.9
2. To develop fresh and imaginative classroom methods	Principal	-	-	-	-	1	33.3	2	66.7	-	-
	Teacher	1	2.3	3	6.9	10	23.3	25	58.1	4	9.3
3. To develop effective curricular and instructional materials	Principal	-	-	-	-	-	-	3	100.0	-	-
	Teacher	1	2.3	2	4.7	10	23.3	26	60.5	4	9.3
4. For teacher-student interaction	Principal	-	-	-	-	1	33.3	2	66.7	-	-
	Teacher	-	-	-	-	11	25.6	28	65.1	4	9.3

TABLE 16

Numbers and Percents of Principals' and Teachers' Responses Relating to the Effect of the ESEA Program on School Discipline

Item	Group	No Effect		Little Effect		Some Effect		Much Effect		Don't Know	
		N	%	N	%	N	%	N	%	N	%
Effectiveness of the program in:											
1. Reducing number of major discipline problems	Principal	-	-	1	33.3	2	66.7	-	-	-	-
	Teacher	1	2.3	13	30.2	16	37.2	9	20.9	4	9.3
2. Reducing number of minor infractions	Principal			1	33.3	2	66.7	-	-	-	-
	Teacher	6	13.9	12	27.9	15	34.9	6	13.9	4	9.3
3. Providing improved classroom control and management	Principal	-	-	1	33.3	1	33.3	1	33.3		
	Teacher	2	4.7	5	11.6	20	46.5	11	25.6	5	11.6

The data obtained related to possible effects of the program on school discipline were varied. Principals were of the opinion that the program had "a little" or "some" effect on discipline in their schools. Although a third of the teachers felt that the program had "much" effect in reducing the incidence of minor infractions the majority of the teachers' responses also fell into the "little or some effect" categories.

In addition to requesting evaluations of the various ESEA services rendered, the staff questionnaires also called for judgments on the adequacy of these services during the 1966-67 school year. Responses by principals and teaching staff related to the adequacy of services are summarized in Table 17 on the following page.

TABLE 17

Numbers And Percents Of Principals' And Teachers' Responses To The Adequacy Of Selected ESEA Program Services

Area Of Service	Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion	
		N	%	N	%	N	%	N	%
Classroom teachers to reduce teacher-pupil ratio	Principal	-	-	-	-	3	100.0	-	-
	Teacher	-	-	8	18.6	33	76.7	-	-
Reading laboratories	Principal	-	-	3	100.0	-	-	-	-
	Teacher	2	4.7	25	58.1	15	34.9	-	-
Teacher assistant for language development	Principal	-	-	2	66.7	1	33.3	-	-
	Teacher	1	2.3	29	67.4	8	18.6	3	6.9
Instructional equipment, books and supplies	Principal	-	-	-	-	3	100.0	-	-
	Teacher	-	-	7	16.3	33	76.7	1	2.3

It is apparent from the data in Table 17 that both principals and teachers are agreed on the need for even more classroom teachers, equipment, books and supplies for the program. The data obtained in the staff questionnaires indicate general agreement in the value of the program and the need for even more services.

Parent Interview Results

A complete overview of the findings obtained from the spring, 1967, interviews survey will be found in Chapter VI. Results from only a small number of the questions asked pertaining to the junior high school instructional program have been included for discussion in this report.

Of the 94 junior high school parents interviewed 52 or 55.3% indicated that they were aware of the ESEA Compensatory Education Program being conducted in the Oakland Public Schools. This percentage is only slightly higher than that obtained in the interview survey conducted in the spring of 1966. Despite the fact that a significant number of respondents indicated a lack of awareness of the formal city-wide program, the great majority of the respondents indicated an awareness of the effects of the various program elements which were discussed in the interview.

In response to the question pertaining to the quality of the teaching staffs in the schools where their children attended, approximately 15% indicated they believed their children's teachers were better than teachers in other schools in Oakland; 48% felt they were about the same; 6% felt they were not as good; and 29% indicated they did not know. Of the 30 parents who indicated they had noticed any changes in their school during the year two thirds indicated they now had a higher opinion of the school.

Parents were also asked to indicate the degree of progress they felt their children had made in various skills during the year. Table 18 presents the results of these evaluations in four areas. It will be noted that responses to these questions generally yielded positive opinions about the progress that their children were making in school.

TABLE 18

Numbers and Percents of Junior High Parent Responses to Selected Questions in Interview Survey (N = 94)

Degree of Improvement	Skill Area							
	Reading		Handwriting		Spelling		Listening	
	N	%	N	%	N	%	N	%
Much better	41	43.61	37	39.36	31	32.91	35	37.23
Somewhat better	17	18.08	19	20.21	21	22.34	23	24.46
A little better	9	9.57	10	10.63	20	21.28	12	12.77
About the same	24	25.53	28	29.79	18	19.14	23	24.46
Not as good	--	--	--	--	--	--	--	--
Don't know	3	3.19	--	--	3	3.19	1	1.06

In response to a question pertaining to the amount of reading being done by their children, nearly two thirds indicated their children were reading more in the spring of 1967 than at the beginning of the school year. Over 70% indicated that the present program of reading instruction at their school was "somewhat" or "very helpful" to their child. Of the total number of respondents, 95% indicated that at the time of the survey their child was demonstrating more interest in school than in his previous school experience.

When these parents were asked about their general impression of the job the Oakland Public Schools were doing in educating their children, the following responses were obtained:

Excellent	15	(15.9%)
Good	55	(58.3%)
Fair	17	(18.0%)
Poor	3	(3.2%)
Don't Know	2	(2.1%)
No Opinion	2	(2.1%)

In general results from the parent interview survey indicated that on the average parents were quite satisfied with the school program being provided for their children.

DISCUSSION

Results from the 1966-67 evaluation studies of the junior high school ESEA program provide varying amounts of evidence supporting the success of the program. Achievement test data in reading vocabulary, reading comprehension and language usage were particularly encouraging with several comparisons indicating that students had made month-for-month progress or more in these areas. It is interesting to note, too, that the greatest gains made took place in reading vocabulary, the skill identified as the lowest achievement area tested in the pre test survey. Results from the spelling and essay tests, however, suggest that greater efforts should be made to increase competency in these language arts areas as well. The failure of the study methods survey results to increase also suggests a further area for careful examination.

Although consistent upward shifts in teacher grades were not observed, there was considerable evidence from pre and post teacher ratings of individual student's language arts skills that pupils did improve in these important abilities.

In general responses to the staff evaluative questionnaires were quite positive toward the program. Principals, teachers, and counselors alike were in agreement that the various services being provided were of value and in many instances indicated that the levels of these services should be increased.

As was true last year, parents responding in the spring Parent Interview Survey were quite supportive of the increased services their children were receiving and of the school program in general. Once again it was somewhat surprising to discover that many parents were not aware that their children were participating in a special federally-funded ESEA program. It would appear that even greater efforts should be made to develop more effective means for communicating with these parents and enlisting their active support for the schools.

SUMMARY

Approximately 2600 students in grades seven through nine have been receiving ESEA compensatory education services since February, 1966. The junior high school program has focused upon upgrading students' abilities, particularly in reading and other language arts skills. In addition to supplementing the English Department staffs in each of the three target area junior high schools additional auxiliary services including nurses, guidance consultants, psychological testing consultants, instructional media specialists, and parent aides have been provided. Also, these schools have received additional allotments of specialized books, supplies, and equipment.

Standardized achievement tests measuring skills in reading vocabulary, reading comprehension, mechanics of English, spelling, essay writing, and study methods were administered to all or selected populations of students. Longitudinal pre and post data, utilizing a comprehensive master file system, were analyzed to measure growth patterns of project pupils. Results obtained on the reading vocabulary, reading comprehension, and mechanics of English tests were particularly encouraging. Prior to the inception of the ESEA program, students had not been making month-for-month progress in those important skill areas. Since February, 1966, test comparisons for various groups included in the studies do indicate that month-for-month progress or greater was made by many of the

students participating in the program. Results obtained from the spelling, essay and study methods tests were less positive and will require careful examination.

Pre-post ratings by teachers of individual students' language arts skills revealed significant levels of improvement observed by the end of the 1967 school year. Analyses were made also of teachers' grades, pupil attendance and student self-ratings. In none of these areas, however, were there marked shifts in the desired direction by the end of the 1966-67 school year.

Staff questionnaires administered in April of 1967 revealed that principals, teachers, and counselors alike were in general agreement that the various services provided had been of value to them and to the students in the school. In many instances staff members indicated that even greater levels of the services provided were needed.

Parents responding to a parent interview survey generally indicated favorable responses to the services their children were receiving in the target area schools. They indicated that they believed their children to be reading, writing, spelling, and listening considerably better than in the past. In response to a question on how good a job parents felt the Oakland Public Schools were doing in educating their children approximately 75% indicated the system was doing a good or excellent job.

Overall, the objective results obtained in the various studies conducted indicate that significant gains in specific language arts skills have been made. Opinions of staff and parents generally provide supportive evidence for the value of the program.

Alden W. Badal
Director of Research

AWB:im;bc
8/11/67

EVALUATION OF SENIOR HIGH SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

The cumulative effects of marginal academic progress in the period from kindergarten through the junior high grades are clearly evidenced in the classroom and test performance, attendance patterns, and attitudes of a major proportion of the students enrolled in the ESEA Target Senior High School. Sizable numbers of these students perform two, three, four or more years below their grade level placement. While "retardation" of this magnitude may be observed in all skill areas, the low levels of student achievement in the areas of reading and written and oral language usage have been viewed as some of the most critical handicaps because of the concomitant effects on student abilities to perform in practically all other subject areas. Typically the low achievement levels have been accompanied by high rates of absenteeism and/or marked unresponsiveness to the instructional program in which they are enrolled. Teachers have often related that they have had neither the time nor the specialized materials and methodalogical repertories required for effective remediation, or intervention efforts.

In February, 1966, under ESEA Title I funding, a remedial and corrective program, designed by the English Department and School Administration to meet the urgent language development needs of students was initiated. Six additional English teachers were added to the English Department at the Target High School to work with the regular English teachers in all "B" and "C" section classes. Their primary responsibility was to provide intensive individualized instruction for students who were severely retarded in all facets of language development. A description of the program operation during the spring semester, 1966, will be found in Evaluation Report: ESEA Program of Compensatory Education, Oakland Public Schools, September 1, 1966.

The ESEA program for the current year has continued the efforts begun in February, 1966. However, certain program modifications have evolved. Some of these changes were necessitated by Title I allocation cuts and by local district personnel cuts and are described in detail in the following section.

The major objectives of the senior high school remedial and corrective project were as follows:

1. To improve achievement performance as measured by standardized achievement test

2. To improve classroom performance in reading and other language skill areas beyond usual expectations

3. To change (in a positive direction) the children's attitudes toward school/education

4. To raise the children's occupational and/or educational aspiration levels

5. To increase children's expectations of success in school

6. To improve the children's attendance patterns

METHOD

Selection of Target School and Subjects

The development of the plan for the instrumentation of the overall ESEA, Title I, Program of Compensatory Education included an analysis of the socio-economic conditions of families residing in the various school attendance areas of the city as well as analyses of test scores patterns on standardized achievement and academic aptitude tests. From data provided by the county welfare agency it was estimated that approximately 81% of the 10th to 12th grade students in the Target Senior High School Attendance area were from families receiving Aid to Families with Dependent Children (AFDC). This may be compared to an estimated 19% for the city as a whole. The severe educational problems of the students in this school have been manifest in the results of standardized test surveys administered throughout the city at elementary, junior and senior high school levels. These results reveal that the highest concentrations of low achieving students in the city are located within the attendance boundaries of this high school.

A further consideration in the selection of schools to be included in the Title I program was that of selecting unified "feeder" patterns of elementary, junior high and senior high schools in order to assure continuity in the overall compensatory effort. In the case of this senior high school, approximately 97% of the entering 10th grade classes are transfers from two of the junior high schools which have also participated in the Title I program.

Students at the Target Senior High School, who were most retarded in their achievement in language skills were chosen for major attention. During the spring, 1966 semester, all 22 "B" and "C" section English classes 10th, 11th and 12th grades were involved in the program. Each section was assigned a regular English teacher and a reading teacher, who worked with small groups of six-eight students. During the current school year the remedial and corrective project focussed on approximately 400 students in 19 "C" section classes. Students were identified for general and small groups through the use of results from the scholastic records from junior and senior high schools and teacher recommendations. Counselors and parents were notified of student's placement in the ESEA program. As implied above, the majority of the program has focussed on the "C" section class groups. However, the cultural enrichment program, which is described in Chapter III, has involved the entire student body.

Organization of Services Instructional and Coordinating Staff

Beginning in February, 1966, six reading teachers provided under ESEA, devoted their efforts to small "intensive" groups, which were primarily composed of students with the most severe learning problems.

However, in the fall, 1966, only three of the ESEA-provided positions were used for small group work. This may be attributed in large part to the personnel curtailments in the 1966-67 district budget which resulted in class size increments in the senior high schools throughout the city. The decision was made to utilize three of the ESEA-provided teachers as regular English teachers to maintain English Department class size at their previous levels as well as to offer the small group instructional program.

Another change effected in the current year's program was the elimination of the preparation period which had been provided for two-thirds of the English Department staff during the spring, 1966, semester. The reasons for this cut back are primarily related to the district personnel cut back described immediately above. The effect has been that teachers no longer have a preparation period which they previously used to develop new materials for individualized instruction, to prepare other teacher-made materials, to participate in in-service training programs, to hold conferences with students as frequently as would be desired, etc.

The entire English Department Staff has been involved in the program since all teachers were assigned to two or more of the "C" section classes in the program.

The chairman of the English Department has been freed of classroom responsibilities in order to coordinate the program activities and to serve as a resource person to the staff. She has assisted teachers by expediting the acquisition of instructional materials and equipment, scheduling various program activities, leading the on-site inservice meetings and bringing to teachers information and reference materials which offer promise for the instructional program.

Organization of Services - Other

Periodic Departmental meetings have been held throughout the year and have been designed to provide opportunities for teachers to:

1. Exchange ideas, information, techniques and approaches which will improve teaching effectiveness
2. Gain new insights regarding language arts in the high school
3. Review instructional materials
4. Evaluate articles from professional magazines
5. Make recommendations for curriculum changes
6. Relay information gained from attendance at and participation in classes, conferences and workshops
7. Preview new audio-visual equipment

The teaching staff has also participated in various other centrally organized in-service activities which are described in Chapter V, which deals with the general topic of in-service.

Six teacher aides have assisted teachers in the classrooms with selected clerical tasks and handling of instructional materials. They have also continued their work in the area of attendance by working directly with parents of students who are assigned to ESEA classes.

Typing and duplicating services have continued to be available to teachers through the provision of an ESEA instructional clerk who also works closely with the program coordinator.

All English teachers have used audio-visual equipment in the instructional program. Much of this has been ESEA-provided and includes EDL Controlled Readers, ED Tach-X, Language Master, phonographs, tape recorders, film strip projectors, movie projectors, overhead projectors, and opaque projectors including a strong representative portion of the commercially produced aids; however, many teacher-made materials are also used.

Efforts to augment community involvement through a Citizens Advisory Committee have continued during the current year. Regular meetings have been held once each month in the evening. Members include representatives of neighborhood councils, school alumni, and other interested citizens. The purposes of these advisory committee meetings have been:

1. To help the staff to improve its effectiveness in providing meaningful programs for students

2. To help inform parents and citizens about the school

3. To help improve the image of the school

4. To help clear up uncertainty about the future of the school

Presentations and discussions have included progress reports regarding the ESEA program made by the chairman of the English Department. Information about the program also has been made available to the community through the distribution of the ESEA publication NEW DIRECTIONS. In addition, a community newspaper, The California Voice, publishes news of school events bi-monthly.

Instructional Program

The nineteen "C" section English classes were such divided into two groups--general and small. One English teacher was assigned to each of the respective sub-groups. Teachers assigned to small groups conducted an intensive, individualized instructional program with groups of eight to ten students who demonstrated particularly severe learning problems. These groups worked daily in a cubicle adjoining the regular English classroom, or considering the size of the group, in a separate classroom.

Teachers of general groups worked with the remainder of the students. With this arrangement, there was a secondary effect of reducing class size. Therefore, these teachers of the general groups were able to provide more individualized instruction than could be obtained with larger numbers of students and/or classes with greater variations in degrees of interests, abilities and learning needs.

The following outline, prepared by the chairman of the English Department, provides a general overview of the program emphases and approaches.

1. How the department provides for instruction:

   a. In reading (average and above average students)

      (1) All reading is done for a purpose. Reading skills are emphasized at all times --to find the idea, to make comparisons, to note sequential order, to see relationship between cause and effect, to search out implied

meanings, and to form sensory impressions. The skill of skimming is also taught.

(2) The textbook list, which grows in size and improves in quality each year, contains excellent books for each grade and ability level.

(3) Students are encouraged to broaden their reading tastes by reading books of all kinds for pleasure. In additions to books found in the library, the Book Nook is a convenient facility for the purchase of paperback books for outside reading.

b. In writing

(1) Writing assignments are made according to the ability of students in the class; however, most of the writing is based on the reading or literature being studied.

(2) We also believe that effective writing may grow out of the thinking that the student does about his own experiences or the experiences of others as revealed to him by discussions, literature, radio, television, movies, newspapers, and his own observation.

(3) In the tenth grade, after the student has indicated skill in composition techniques through the writing of single descriptive, narrative, and expository paragraphs, he should have a good foundation for writing longer compositions of different kinds and of greater difficulty.

c. In speaking

Students are encouraged to develop pride in good speech habits. The aim of this program is to improve both the communication of ideas and the patterns of speech. Students participate in:

(1) informal group discussions

(2) dramatization of plays

(3) poetry reading, individually and in chorus

(4) interpretation of literature through discussion

d. In listening

(1) Since listening is the most widely used of the language arts skills, we try to make students aware of different kinds of listening:

(a) listening for general impression

(b) listening for information

(c) listening for narrative

(d) listening for main ideas

(e) listening for various points of view

(f) critical listening

(g) creative listening

(2) Specific activities include listening to recordings of plays, short stories, poetry, good radio programs, and tape recordings of students' own reading, speaking, and dramatization. Occasional trips to see good movies or plays also encourage listening to worthwhile performances.

2. How teachers inter-relate the above functions in assignments: Most of our units in instruction involve all of the language arts: reading, writing, speaking, listening, and thinking.

3. Provisions for word study:

   a. In most sections of English, spelling and vocabulary stem from reading and writing lessons. In average and above average classes, disembodied word lists are generally rejected. When students turn in paragraphs, teachers indicate misspelled and misused words. Then the students must take the responsibility for making corrections.

4. Additional services provided for non-readers, retarded readers, and/or slow learners:

Stress in these classes is being placed on phonics, structural analysis, and syllabication. Other skills are developed as students progress.

In spelling, an attempt is made to help students spell the most frequently misspelled words in everyday writing. It is also instilled in them that the study of spelling will help them improve their knowledge of words and their ability to read, write, and speak acceptably.

The program for these students has been planned with a deep consciousness that this is the end of the educational road for many of them. For this reason we aim to inculcate as many writing situations as possible: exposition, description, narration, letter writing, job applications, thank you notes, etc. We aim to develop skill in expression and ease in handling varied problems.

The general objectives of the program for these students may be summarized as follows:

a. To provide a broad language and experience background in preparation for the learning of reading skills

b. To help the students gain skill in the clear, simple and effective uses of English necessary to the everyday intercourse of the school and business world

c. To provide instructional approaches according to students' background in language skills

d. To retain a reading program which is in accordance with students' maturity in reading ability, appreciation and perception of literature

5. Students' use of library facilities

The library is necessary to support the reading program. Teachers turn to the librarian for help in planning many library assignments.

English classes visit the library once every two weeks. Occasionally, books related to special units are brought into the classroom. Students are encouraged to use reference works to look up obscure points made in reading, then to report on their findings. Through class visits to the library, students, particularly tenth graders, receive training in library skills.

6. Cultural Enrichment

English teachers recognize the value of constructive activities planned to enrich language arts instruction. An attempt is made to involve all students in the school in as many enriching programs as possible. Assemblies and viewing films based on a literary work have involved all students in English classes.

When a teacher plans a special educational tour for his class, he considers many factors:

1. Major orientation of activity

2. Specific purpose - determines students selected to participate

3. Preparation

4. Follow-up activities

Objectives outlined in the ESEA Program of Compensatory Education and the Study Tour Guide, Oakland Public Schools are adhered to in planning activities.

Evaluation Strategies

A. Objective Testing

1. California Achievement Test: Four sections of the Junior High Level of the California Achievement Test Battery were administered to the students involved in the ESEA instructional program as follows:

February 18-25, 1966	-- Form X
May 23-27, 1966	-- Form W
May 8-12, 1967	-- Form X

In each test administration, Reading Vocabulary, Reading Comprehension, Mechanics of English, and Usage subtests were used. Only data for cases who were involved for the entire three - semester program period are reported herein. Because of various student program changes and student mobility the total number of cases used in this study at 11th and 12th grades is somewhat smaller than the actual ESEA Program enrollment. At 10th grade, only cases who attended one of the two Target Junior High Schools were tested in the spring (Feb., 1966, and May, 1966) and are included in present analyses. All frequency distributions and all computations of means, standard deviations, and analyses of covariance were done using raw score data.

Analyses of variance, utilizing the covariance method to provide an adjustment for, and a test of significance of, the differences between grade levels were performed to determine whether the tested progress made at any grade level was significantly greater or smaller than that at other grade levels.

The statistical analyses performed on the CAT test scores were provided by the Palo Alto office of the Service Bureau Corporation. Through cooperation with SBC, comprehensive data processing master file and data analysis systems were developed to provide the means for conducting the various statistical procedures required for the longitudinal studies made during the spring of 1967 as well as for those projected for the future.

There were approximately eleven weeks of school attendance possible between the February, 1966 and May, 1966, test administrations. The interval between the May, 1966, and May, 1967, test administrations was, of course, approximately one school year.

2. STEP Essay Test: In this free-writing activity students are given a standard topic which includes directions for an expository response. In the level 2, form B edition which was used for both pre and post testing in this study, a brief account is given in which:

> "Your school and its strongest rival have become involved in an argument over a close football game... Write a letter to your Principal suggesting ways in which these student councils might be able to restore a good relationship between schools..."

This particular form of the test was selected for its high interest to high school students and it called for a response to a realistic situation familiar to most students; i.e., out of school experiences and background would appear to have less influence on students' ability to respond to this topic than to the topics of the optional forms of the test. The scoring system developed by the publisher specifies the judge, or rater, to assign score weights as follows:

DIMENSION	SCORE WEIGHT
"Conventions" - Capitalization, Punctuation, Etc.	20%
"Quality of thought"	50%
"Style"	30%

It will be noted that no score weight is assigned for neatness, handwriting, and other mechanical features.

Two substitute English teachers worked with the investigators in developing a scoring framework which was consistent with the publishers' guidelines. Each scorer then completed an independent rating of each essay (response) on the prescribed seven-point scale. In cases where different values were assigned by judges, an average of the two ratings was computed.

Baseline data was collected in March, 1966, 46 tenth graders and 30 eleventh graders who were involved in the small, "intensive" group instruction program last year. In the follow-up test administration in March, 1967, only 19 of the tenth graders (now eleventh) and none of the eleventh graders (now twelfth) were still involved in the ESEA program and available for testing. The original sampling of small group participants has, therefore, been markedly changed to include only 25% of the original group.

B. Student Self-Ratings

A 25% random sample of students in "C" section classes were administered a locally-developed self-rating instrument designed to sample self-estimates of academic skills and self-reports of educational and vocational aspirations and plans. In addition, students were asked to report their feelings or attitudes toward the English program and staff. A copy of the Student Self-Rating Form will be found in Appendix I-D.

The original sample contained approximately equal numbers of boys and girls within the following grade level distribution:

	N
Grade 10	51
Grade 11	37
Grade 12	26
TOTAL	114

The total N's reported herein are reduced by approximately 35% because of various attrition factors. The initial administration was in October, 1966; the "Student Self'Rating Form" was readministered in May, 1967, in order to assess any changes which may have occurred in students self-estimates, educational-vocational plans, and attitudes

toward the English program. Only cases completing a self-rating at pre and post administrations are included in this analysis. which included frequency counts and percentages in each response category.

C. Grade and Attendance Data

First, fourth, and last report card grades and attendance reports were collected for the sample of students used in the self-rating sub-study (described above). Present analyses are limited to the following grade and attendance data:

English - Scholarship grades

Social Science - Scholarship Grades

Social Science - Citizenship Grades

English - Attendance Reports

Social Science - Attendance Reports

The plan here was to sample changes which may have occurred in class performance, teacher assignments, class behavior, and attendance over the years' period. By using data form "program" classes (English) and "non-involved" classes (Social Science) it is possible to determine whether patterns or tendencies observed in the ESEA program were also present in another curriculum area.

D. Program Staff Questionnaires

A questionnaire designed to elicit the evaluative opinions and suggestions of program staff was completed by ten of the eleven regular and small group English teachers involved in the ESEA operation. A copy of this questionnaire which covers a variety of aspects of the program operation and student reaction is included as Appendix I-D.

E. Interviews of Parents

A random sample of 50 of the parents of approximately 400 students enrolled in the 19 "C" section classes was selected to be interviewed. At minimum, this represents a 13% sampling. Since several students are from families with more than one child involved in the program, the proportion of students' families being represented is probably somewhat larger. The interview schedule was designed to assess the level of parent information about the ESEA program, their attitudes toward the program and the schools in general, and their opinions regarding the "helpfulness" of various program offerings. During the period designated for completion of the interviews, it was possible to contact 45, or 90%, of the interviewees in their homes. A complete description of the interviewing procedures including the use of "indigenous" interviewers is presented in Chapter VI.

FINDINGS

Results of California Achievement Tests

A summary of the analyses of the results of the California Achievement Test for tenth, eleventh, and twelfth grade students participating in the remedial and corrective program will be found in Tables 1-3 on the following pages.

The raw score averages and grade equivalent information found in these tables should not be interpreted as being representative of the achievement patterns for the entire school. As described in the preceding section, only students in "C" section classes have participated in this study. Therefore, these averages generally reflect the achievement score patterns of the lower half of the student body--students most in need of remedial assistance.

Examination of pretest averages on Table 1 will reveal that students in the 10th grade study sample were achieving, on the average, three to three and one half years below actual grade placement (9.5) when they were tested in the middle of grade 9 (February, 1966). This discrepancy between test score averages and actual grade placement increases to four to five years for the the 11th and 12th grade study groups at pretest.

Perusal of the results of the subsequent assessments in May, 1966, and May, 1967, will reveal an expected tendency for score averages to increase. Differences between the February, 1966, and May, 1967, means are statistically significant ($p < .05$) for all grade levels except in the area of spelling. While spelling score averages do tend to be higher in May, 1967, the magnitude of the mean increments are relatively small, therefore, not statistically significant.

Table 2 presents a brief summary of mean gains in terms of grade equivalents. This table is segmented to reflect changes occurring over three measurement periods:

February, 1966 to May, 1966
May, 1966 to May, 1967
February, 1966 to May, 1967

Notably small improvements in Reading Vocabulary scores were observed during the initial measurement period. Virtually all of the February, 1966 to May, 1967, vocabulary gain appears to have occurred during the 1966-67 school year. The reader will note considerable variability of gains within score areas and across grade levels. In order to determine whether these differences in gains could be attributed to differences between groups at pre-test, analyses of covariance were performed. In this analysis procedure adjustments are made in post test means to account for the pre test mean differences. Tests of significance are then performed on the differences between adjusted mean values.

When these statistical adjustments were introduced, apparent differences between grade levels disappear; i.e., one may conclude that there were no statistically significant differences between the gains of the three grade level groups.

TABLE 1

Means and Standard Deviations of California Achievement Test Scores for
10th, 11th, and 12th Grade C Section Students Participating
in the Remedial and Corrective Program
McClymonds High School 1966-67

Grade	Test Administration Period		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
			Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
10	Pre Test (Feb., 1966) (9th Grade)	N	34		36		44		42	
		Mean	24.6	6.0	33.0	6.5	45.5	5.9	12.4	6.5
		S.D.	7.98		9.30		14.46		4.86	
	Post Test (May, 1966) (9th Grade)	N	34		36		44		42	
		Mean	25.9	6.1	34.1	6.6	53.0	6.6	13.0	6.7
		S.D.	7.71		9.44		13.60		4.69	
	Post Test (May, 1967) (10th Grade)	N	34		36		44		42	
		Mean	30.6	7.0	38.3	7.0	58.8	7.1	13.5	6.9
		S.D.	8.35		9.92		15.26		4.90	
11	Pre Test (Feb., 1966) (10th Grade)	N	51		59		69		68	
		Mean	29.3	6.8	35.0	6.7	54.8	6.8	15.4	7.4
		S.D.	8.71		10.15		14.60		6.26	
	Post Test (May, 1966) (10th Grade)	N	51		59		69		68	
		Mean	29.9	6.9	39.5	7.2	58.1	7.0	17.2	7.9
		S.D.	10.71		13.17		16.02		5.51	
	Post Test (May, 1967) (11th Grade)	N	51		59		69		68	
		Mean	33.5	7.5	40.2	7.2	63.3	7.4	16.1	7.5
		S.D.	9.11		10.61		14.62		5.94	
12	Pre Test (Feb., 1966) (11th Grade)	N	26		32		34		35	
		Mean	28.0	6.6	38.3	7.0	53.9	6.7	15.5	7.4
		S.D.	9.03		8.78		13.68		6.03	
	Post Test (May, 1966) (11th Grade)	N	26		32		34		35	
		Mean	28.2	6.6	39.2	7.1	56.1	6.9	15.7	7.4
		S.D.	10.41		9.55		14.32		6.54	
	Post Test (May, 1967) (12th Grade)	N	26		32		34		35	
		Mean	33.3	7.5	43.8	7.7	63.1	7.4	17.2	7.9
		S.D.	7.81		9.93		14.33		6.25	

TABLE 2

Summary in Gains in California Achievement Test Grade Equivalent Scores for 10th, 11th, and 12th Grade C Section Students Participating in the Remedial and Corrective Program - McClymonds High School 1966-67

California Achievement Test / Grade	Gains 2/66-5/66			Gains 5/66-5/67			Gains 2/66-5/67		
	10	11	12	10	11	12	10	11	12
Reading Vocabulary	.1	.1	.0	.9	.6	.9	1.0	.7	.9
Reading Comprehension	.1	.5	.1	.4	.0	.6	.5	.5	.7
Mechanics of English	.7	.2	.2	.5	.4	.5	1.2	.6	.7
Spelling	.2	.5	.0	.2	-.4	.5	.4	.1	.5

By weighting the gain values in relation to the respective sample sizes, gains estimates were computed for the composite of the three grade levels to estimate the gains pattern of the total sample. The following generalizations were noted for the combined grade or total study sample:

- approximately eight months vocabulary growth was noted over the 15 month period between February, 1966 and May, 1967; almost all of which occurred during the current school year

- approximately six months of reading comprehension growth was noted between February, 1966 and May, 1967, approximately three months occurred during the February, 1966 to May, 1966 period; three months during the May, 1966 to May, 1967 period

- Mechanics of English mean score gains of approximately eight months were noted over the three semester period; a three month increase during the first semester; a five month increase during the combined second and third semesters

- An average of only three months' growth was noted for spelling; all of which occurred during the first semester

A further analysis of the score gains patterns is presented in Table 3. The rationale here is that students' apparent achievement growth rate may be reasonably estimated from their overall rate of growth as it is reflected in their status at pre test; e.g., observed pre-project mean grade equivalent test score divided by actual pre-project grade placement. To illustrate this procedure, at pre test the Reading Vocabulary mean grade equivalent of the current 10th grade group was 6.0. Their actual grade placement at that time was 9.6. Therefore, 6.0/9.5 yields an estimate of the groups' average achievement growth rate prior to the beginning of the project. Expressed as a decimal value it was .63. In other words, during a given 10-month school year, this group would be expected to gain only 6.3 months, or .63 grade equivalent units, if they were to continue to progress at the same rate. This factor may therefore, be multiplied times the actual grade placement at post test to yield an expected post-project mean grade equivalent. In this case, .63 x 10.9 = 6.9. By comparing this "expected" value to the actual or observed mean grade equivalence, it is possible to judge whether or not the group has increased their previous rate of achievement growth by exceeding the predicted value; equalled it;or failed to maintain the previous rate.

On the Reading Vocabulary test, grades 10 and 12 slightly surpassed the predicted mean value; 11th graders apparently failed to progress at the previous estimated rate. None of the means of the grade level groups reached the expected mean score levels in Reading Comprehension. While 10th graders tended to score somewhat above the predicted mean in Mechanics of English 11th graders fell short of their predicted average and 12th graders scored as expected. Tested Spelling skills failed to improve as expected at any grade level.

Similar analyses of the results of pre and post test scores for the 10th and 11th grade sample during the spring 1966 semester had revealed better-than-expected growth in all areas except Reading Vocabulary. It is disappointing to discover that results over the longer period (February, 1966 to May, 1967) do not indicate a continuation of the earlier pattern.

TABLE 3

EXPECTED COMPARED WITH ACTUAL POST-TEST CALIFORNIA ACHIEVEMENT TEST GRADE EQUIVALENT SCORE GAINS FOR THE 10TH, 11TH, AND 12TH GRADE C SECTION STUDENT PARTICIPATING IN THE REMEDIAL AND CORRECTIVE PROGRAM - McCLYMONDS HIGH SCHOOL 1966-67

Grade	Study Group	Test Administered	Pre Test Date	Post Test Date	Pre Project Actual Grade Status	Observed Pre Project Mean Gr. Eq. Test Score	Apparent Achievement Growth Rate (Observed Pre-Project Mean Gr. Eq. Test Score Divided By Actual Pre-Proj. Status)	Post-Project Actual Grade Status	Expected Post-Project Mean Gr. Eq. Score (Post-Project Grade Status Multiplied by Apparent Ach. Growth Rate)	Observed Post-Project Mean Gr. Eq. Score	Gain Relates to Expected Post-Project Mean Gr. Eq. Score (Expected Post Proj. Mean Gr. Eq. Score Minus Observed Post-Proj. Mean Gr. Eq. Score)
10		Reading Voc.	2/66	5/67	9.6	6.0	.63	10.9	6.9	7.0	+.1
		Reading Comp.	"	"	9.6	6.5	.67	10.9	7.3	7.0	-.3
		Mech of Eng.	"	"	9.6	5.9	.61	10.9	6.6	7.1	+.5
		Spelling	"	"	9.6	6.5	.68	10.9	7.4	6.9	-.5
11		Reading Voc.	"	"	10.6	6.8	.64	11.9	7.6	7.5	-.1
		Reading Comp.	"	"	10.6	6.7	.63	11.9	7.5	7.2	-.3
		Mech of Eng.	"	"	10.6	6.8	.64	11.9	7.6	7.4	-.2
		Spelling	"	"	10.6	7.4	.70	11.9	8.3	7.5	-.8
12		Reading Voc.	"	"	11.6	6.6	.57	12.9	7.3	7.5	+.2
		Reading Comp.	"	"	11.6	7.0	.60	12.9	7.8	7.7	-.1
		Mech of Eng.	"	"	11.6	6.7	.58	12.9	7.4	7.4	0
		Spelling	"	"	11.6	7.4	.64	12.9	8.2	7.9	-.3

Again this year, selected students manifesting the most severe learning problems have been assigned to the "intensive" or "small" groups for individualized, remedial assistance. May, 1966 and May, 1967 test scores were available for approximately 40 of these students. There were approximately equal proportions of students at grade levels 10, 11, and 12. Table 4 includes results of these students at the pre (May, 1966) and post (May, 1967) test periods as well as an analysis of the significance of the mean score differences.

TABLE 4

Means, Standard Deviations, Correlations and Critical Ratio Tests of Pre-Post Test Scores on the 10th, 11th, and 12th Grade C Section Students Receiving Intensive - Small Group Instruction - Remedial and Corrective Project McClymonds High School 1966-67

		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
		Raw Scores	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
Pre Test (May, 1966)	N	34	5.1	34	5.9	42	5.7	40	6.2
	Mean	19.62		29.38		43.93		11.30	
	S.D.	8.94		8.32		14.67		4.52	
Post Test (June, 1966)	N	34	5.8	34	6.6	42	6.1	40	6.3
	Mean	23.32		33.65		47.26		11.65	
	S.D.	8.86		10.10		15.06		6.67	
Differences									
$M_{(post)} - M_{(pre)}$		3.70	.7	4.27	.7	3.33	.4	.35	.1
$r_{(pre-post)}$		.66		.55		.63		.43	
t		2.89		2.76		1.68		.35	
Level of Significance		$p < .01$ Significant		$p < .01$ Significant		$p > .05$ Not Significant		$p > .05$ Not Significant	

As would be expected, pre and post test mean scores are appreciably below the respective values for the total study samples at grades 10, 11, and 12. Statistically significant gains were made in Reading Vocabulary and Reading Comprehension scores but not in Mechanics of English or Spelling. This pattern is congruent with the specific emphases of the small group instruction; i.e., the various reading skills were the primary foci of attention. Reading Vocabulary scores tended to be lower than those on the other subtests at both pre and post test whereas Reading Comprehension skill levels became the highest of the four areas tested at post test.

During the 10 school month period the "intensive" group study sample made seven months of tested progress in both Vocabulary and Comprehension skills. Using the expectancy procedure described in relation to Table 3, it can readily be seen that these severely retarded students have progressed somewhat more rapidly than would have been predicted from performance levels at pre test.

Results of STEP Essay Test

Table 5 below presents data on the results of a small sample of 11th grade students on the STEP Essay Test which was administered in March, 1966 and March, 1967.

TABLE 5

Means and Standard Deviations of Pre and Post Test Scores on STEP Essay Test 2B, for Sample of 11th Grade C Section Students Receiving Intensive-Small Group Instruction Remedial and Corrective Project McClymonds High School 1966-67

STEP Essay Test, 2B				
	N	Converted Score		Mean %ile Equiv.
		Mean	S.D.	
Pre Test (March, 1966)	19	264.05	6.55	20%'le (tenth grade norms)
Post Test (March, 1967)	19	273.63	6.61	29%ile (eleventh grade norms)
Difference Scores (Post-Pre)	19	9.58*	9.14	--

*t=4.23; p<.01

In March, 1966, this group of students scored, on the average, at the 20th percentile on national norms for 10th grade. At post test in March, 1967, a mean increment of nine converted score points was noted. This raised the group's relative ranking in the national norms population to the 29th percentile. The "t" test of statistical significance of this mean score gain yielded a P value of $<.01$ indicating a high level of statistical significance. Fifteen of the nineteen students received higher post test scores than pre test scores. Two scored at the same level both times and two received lower scores at the end of the program. It would appear that students in this sample have demonstrated an appreciable growth in skills related to written expression. The fact that they have improved their relative ranking within the norms population would suggest an improved rate of progress over that prior to the beginning of the program. These observations must, of course, be viewed in combination with the fact that they were obtained from a very small sampling.

Results of the Self-Rating Questionnaires

The areas of student feelings of self-competence, attitudes toward school, and educational-vocational aspirations are areas of major concern because of their obvious interrelationships with school performance. Since these areas are not readily measured with standardized test instruments, a locally-developed questionnaire was used to sample student responses in fall, 1966 and spring, 1967. A presentation of the responses of a random sample of 10th, 11th, and 12th grade students will be found in Tables 6-9.

Two questions are of interest in examining these results. One related to the general patterns of student responses; the other relates to any changes which may have occurred over the year's period. At pre test, responses for the various skills items on Table 6 generally follow a consistent pattern with from one fifth to one third of the students rating themselves "Poor" or "Below Average". Exceptions to this pattern were items relates to the writing of compositions and taking notes in class. On these two items well over one half rated themselves in the lower two categories. It is encouraging to note that students' self perceptions are not overwhelmingly negative. However, their self-ratings patterns appear to be quite incongruent with the scores patterns observed on standardized achievement tests in that their self-ratings are much higher.

In terms of self-rating shifts, the self-rating patterns on all items tend to be higher in the spring than in the fall--there are fewer low-category responses and more high-category responses. Notable increases in "Above Average" and"Very Good" responses were found on items related to ability to write paragraphs, to write sentences, to spell and, in item 18, an overall self-rating of all skills areas. The improvements in written skills are supported in the STEP Essay results. However, the improvement reported by students for spelling were not observed in an analysis of spelling test scores.

Data on Table 7 reveal students reported more frequent tardinesses at the end of the year than at the beginning. There were no appreciable changes in reports of amounts of time spent on homework. Students tended to become somewhat less certain regarding whether they would graduate from high school and what they would do immediately after leaving high school when they responded at the end of the school year. Still, a definite majority indicated that they intended to pursue further education. Most of these students planned to attend

TABLE 6

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS REGARDING STUDENTS' OWN ACADEMIC SKILLS

(10-12 Grade students participating in Remedial and Corrective Project - McClymonds High School, 1966-67)

PART I		RESPONSES									
		Poor		Below Average		Average		Above Average		Very Good	
SKILL AREAS		N	%	N	%	N	%	N	%	N	%
1. Understand and follow written directions.	Pre	3	4.11	16	21.92	37	50.65	15	20.54	2	2.74
	Post			6	8.21	40	54.76	21	28.75	6	8.21
2. Understand what you read.	Pre	3	4.11	20	27.38	37	50.65	11	15.06	2	2.74
	Post	1	1.37	7	9.58	47	64.34	13	17.80	5	6.85
3. Write paragraphs.	Pre	5	6.94	37	51.39	26	36.11	4	5.56		
	Post	3	4.17	13	18.06	39	54.17	14	19.44	3	4.17
4. Study	Pre	7	9.72	19	26.39	36	50.00	9	12.50	1	1.39
	Post	4	5.56	16	22.22	34	47.22	15	20.83	3	4.17
5. Capitalize and punctuate.	Pre	3	4.17	24	33.33	32	44.44	3	18.06		
	Post	3	4.17	8	11.11	45	62.50	14	19.44	2	2.78
6. Explain your thoughts when making speech before classmates.	Pre	8	11.11	16	22.22	36	50.00	11	15.28	1	1.39
	Post	2	2.78	14	19.44	36	50.00	12	16.67	8	11.11
7. Apply reference skills in the library.	Pre	8	11.27	16	22.54	32	45.07	11	15.49	4	5.63
	Post	2	2.82	15	21.13	40	56.34	10	14.08	4	5.63
8. Write compositions such as themes, essays, poetry, or stories.	Pre	7	10.14	32	46.38	21	30.43	8	11.59	1	1.45
	Post	5	7.25	17	24.64	33	47.83	10	14.49	4	5.80
9. Read quickly.	Pre	6	8.33	19	26.39	32	44.44	10	13.89	5	6.94
	Post			10	13.89	38	52.78	17	23.61	7	9.72
10. Solve Arithmetic word problems.	Pre			16	22.22	32	44.44	18	25.00	6	8.33
	Post	2	2.78	14	19.44	30	41.67	18	25.00	8	11.11
11. Understand and follow directions given aloud by teachers.	Pre			13	18.31	29	40.85	25	35.21	2	2.82
	Post	2	2.82	3	4.23	36	50.70	21	29.58	11	15.49
12. Explain your thoughts when talking casually with classmates.	Pre	3	4.17	10	13.89	33	45.83	18	25.00	8	11.11
	Post			3	4.17	37	51.39	19	26.39	13	18.06
13. Write sentences.	Pre	2	2.78	14	19.44	38	52.78	13	18.06	5	6.94
	Post	2	2.78	5	6.94	32	44.44	25	34.72	8	11.11
14. Take helpful notes in class or when you are reading.	Pre	20	28.17	22	39.99	23	32.39	2	2.82	4	5.63
	Post	3	4.23	19	26.76	39	54.93	9	12.68	1	1.41
15. Write letters.	Pre	5	6.94	15	20.83	31	43.06	14	19.44	7	9.72
	Post	4	5.56	8	11.11	38	52.78	12	16.67	10	13.89
16. Explain your thoughts when talking casually with adults.	Pre			15	21.13	40	56.34	12	16.90	4	5.63
	Post	4	5.63	8	11.23	37	52.11	14	19.72	8	11.23
17. Spell	Pre	6	8.33	16	22.22	33	45.83	11	15.28	6	8.33
	Post	2	2.78	16	22.22	22	30.56	24	33.33	8	11.11
18. How do you rate yourself? Consider all skills listed above.	Pre	2	2.90	15	21.74	44	63.77	5	7.25	3	4.35
	Post	1	1.45			44	63.77	19	27.54	5	11.59

TABLE 7

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS ABOUT SCHOOL HABITS AND FUTURE EDUCATIONAL PLANS

(10-12 Grade students participating in Remedial and Corrective Project - McClymonds High School, 1966-67)

PART II QUESTION	RESPONSE	PRE		POST	
		N	%	N	%
19. During a school month I am usually tardy -	1. 16 or more times	3	4.17	9	12.50
	2. 11 to 15 times	3	6.94	5	6.94
	3. 6 to 10 times	18	25.00	18	25.00
	4. 1 to 5 times	38	52.78	33	45.83
	5. Never	10	13.89	7	9.72
20. How much time do you usually study or do homework before the school day begins or after it is over?	1. No time	7	9.86	10	14.08
	2. 1 to 15 minutes	10	14.08	4	5.63
	3. 16 to 30 minutes	30	42.25	28	39.44
	4. 31 minutes to one hour	14	19.72	15	21.13
	5. More than one hour	10	14.08	14	19.72
21. How sure are you that you will graduate from high school?	1. I definitely will	29	40.28	34	47.22
	2. I'm fairly sure	33	45.83	20	27.78
	3. I don't know	10	13.89	16	22.22
	4. I may not	2	2.78		
	5. I definitely will not				
22. What plans have you made about what you will do after high school?	1. I have made no plans	4	6.15	10	15.38
	2. I will continue my education	40	61.54	35	53.85
	3. I will work	16	24.62	16	24.62
	4. I will enter a branch of the Armed Services	3	4.62	3	4.62
	5. Other plans	2	3.08	1	1.54
23. If you plan to continue your education after high school, do you plan to -	1. Attend a technical school?	11	16.18	5	7.35
	2. Attend a junior college only?	18	26.47	18	26.47
	3. Attend a junior college then transfer to a 4-Year college/university ?	21	30.88	24	35.29
	4. Attend a four year college or university?	7	10.29	7	10.29
	5. I do not plan to continue my education.	11	16.18	14	20.59
24. If high school requirements, grades, money, or other problems were not to be considered and you were free to pick any sort of after high school education you wanted, would you plan to -	1. Attend a technical school?	12	16.90	9	12.68
	2. Attend a junior college only?	15	21.13	15	21.13
	3. Attend a junior college, then transfer to a 4-year college or university?	25	35.21	27	38.03
	4. Attend a four year college or university?	14	19.72	13	18.31
	5. I would not continue my education.	5	7.04	7	9.86

TABLE 8

Numbers and Percentages of Pre and Post Responses to Self-Rating Questions about Vocational Plans and Aspirations - 10-12th Grade Students Participating in Remedial and Corrective Project - McClymonds High School - 1966-67

PART III Questions	Responses																		
	Professional Technical and Managerial		Clerical and Sales		Service Work		Agriculture, Marine and Forestry		Skilled		Semi-skilled		Unskilled		Professional Athletics		Don't Know		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
A. If you plan to work soon after you finish high school, what type of work do you plan to do?	8	14.81	17	31.48	3	5.56	0	0.00	12	22.22	3	5.56	4	7.41	2	3.70	5	9.26	Pre
	9	16.67	24	44.44	1	1.85	0	0.00	5	9.26	1	1.85	4	7.41	0	0.00	10	18.52	Post
B. If you plan to work soon after you finish high school and you could have any job you wanted, what type would it be?	17	28.81	17	28.81	3	5.08	1	1.69	12	20.34	0	0.00	2	3.39	1	1.69	6	10.17	Pre
	15	25.42	18	30.51	4	6.78	0	0.00	10	16.95	0	0.00	4	6.78	0	0.00	8	13.56	Post
C. What type of work do you actually think you will do during most of your work years?	19	28.79	13	19.70	4	6.06	1	1.52	11	16.67	0	0.00	4	6.06	2	3.03	12	18.18	Pre
	19	28.79	17	25.76	4	6.06	0	0.00	10	15.15	0	0.00	2	3.03	0	0.00	14	21.21	Post
D. What type of work would you do during most of your working years if you could have any job you wanted?	26	39.39	14	21.21	4	6.06	1	1.52	7	10.61	0	0.00	3	4.55	3	4.55	8	12.12	Pre
	27	40.91	15	22.73	3	4.55	0	0.00	11	16.67	0	0.00	2	3.03	0	0.00	8	12.12	Post
E. What sort of work do your parents think you will do?	16	27.12	13	22.03	4	6.78	0	0.00	4	6.78	1	1.69	1	1.69	3	5.08	17	28.81	Pre
	20	33.90	11	18.64	5	8.47	0	0.00	4	6.78	0	0.00	2	3.39	0	0.00	17	28.81	Post

TABLE 9

Numbers and Percentages of Responses to Self-Rating Questions about Attitudes toward English Department Classes - 10-12 Grade Students Participating in Remedial and Corrective Project - McClymonds High School - 1966-67

PART IV Questions		Responses											
		Strongly Agree		Agree		Slightly Agree		Slightly Disagree		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%	N	%
1. I feel that most English teachers treat me fairly at this school.	Pre	14	24.14	32	55.17	10	17.24	1	1.72	1	1.72	0	0.00
	Post	21	36.21	26	44.83	8	13.79	1	1.72	2	3.45	0	0.00
2. I feel that I get just as much attention from my English teachers as do the other students.	Pre	14	24.14	27	46.55	8	13.79	2	3.45	5	8.62	2	3.45
	Post	22	37.93	20	34.48	5	8.62	8	13.79	3	5.17	0	0.00
3. I feel that most of my English teachers really care about how well I do in school.	Pre	14	24.14	19	32.76	14	24.14	4	6.90	6	10.34	1	1.72
	Post	13	22.41	25	43.10	8	13.79	6	10.34	3	5.17	3	5.17
4. I feel that most of my English teachers understand me and my problems.	Pre	7	12.07	18	31.03	14	24.14	10	17.24	7	12.07	2	3.45
	Post	11	18.97	14	24.14	15	25.86	8	13.79	9	15.52	1	1.72
5. I feel that grades are given fairly in English classes.	Pre	14	24.14	22	37.93	11	18.97	2	3.45	8	13.79	1	1.72
	Post	16	27.59	26	44.83	8	13.79	5	8.62	2	3.45	1	1.72
6. I feel that most of my English teachers give me as much help as I need with my school work.	Pre	13	22.41	24	41.38	7	12.07	5	8.62	7	12.07	2	3.45
	Post	16	27.59	29	50.00	6	10.34	2	3.45	4	6.90	1	1.72
7. I find English to be an enjoyable class and I like to come here.	Pre	9	15.79	19	33.33	17	29.82	4	7.02	4	7.02	4	7.02
	Post	15	26.32	17	29.82	8	14.05	8	14.05	5	8.77	4	7.02
8. I feel that a student who is absent a great deal from English class should expect that his grades will be lowered.	Pre	22	38.60	17	29.82	7	12.28	5	8.77	5	8.77	1	1.75
	Post	26	45.61	16	28.07	10	17.54	1	1.75	0	0.00	4	6.90
9. All students have an equal chance of getting good grades in English if they work hard.	Pre	27	47.37	21	36.84	5	8.77	0	0.00	1	1.75	3	5.26
	Post	32	56.14	22	38.60	2	3.51	0	0.00	0	0.00	1	1.75
10. I feel that I am a part of the class group in English class.	Pre	15	26.79	28	50.00	9	16.07	0	0.00	2	3.57	2	3.57
	Post	18	32.14	30	53.57	5	8.93	3	5.36	0	0.00	0	0.00
11. When a student does something wrong in his English class, his punishment is usually a fair one.	Pre	8	14.29	24	42.86	12	21.43	6	10.71	4	7.14	2	3.57
	Post	15	26.79	20	35.71	9	16.07	3	5.36	5	8.93	4	7.14
12. English teachers at this school are just as good as at any other school.	Pre	19	33.33	19	33.33	9	15.79	6	10.53	0	0.00	4	7.02
	Post	26	45.61	20	35.09	5	8.77	2	3.51	2	3.51	2	3.51

a junior college. When students were asked about the type of post-high school institution they would attend and the amount of education they would pursue if money, grades, etc., were no obstacle, there was an increase in the number choosing four-year colleges and/or university and to attend for a full four years. There were no appreciable shifts between fall and spring responses on these particular questions.

Data regarding students' vocational aspirations and plans are presented on Table 8. It is surprising to note the number of students planning to enter high-level vocational areas following high school. There was considerable agreement between what students felt their parents' aspiration for students were and students' own aspirations in most areas. An exception will be noted in the "Skilled" category.

Student self-reports of feelings regarding various aspects of the English Department program are tabulated on Table 9. It will be observed that all items were stated in a positive direction so that the magnitude of agreement is used to indicate the degree of "good feeling" toward the particular aspect of the program. The overall response pattern suggests a positive feeling toward the English staff and policies on the part of most of the students. Some improvements will be noted at post test on selected items. There were however, some scattered increases in responses in the lowest (negative) category.

Results of Study of Grade and Attendance Reports

Table 10 below contains the data on the distribution of grades received by the 10-12 grade study sample in English (academic) and Social Science (academic and citizenship).

As might be expected, these remedial and corrective program students received more "D" and "F" academic grades than "A"and "B". The grades received in the Social Science classes tended, on the average, to be lower than those received in English. Distribution of first and final English grades are quite similar. However, the final grade distribution in Social Science tends to be higher than that for the first grading period. The distributions of Social Science Citizenship grades tended to be more dispersed than the distributions of academic grades for either subject area and it will be noted that the final Social Science Citizenship grade distribution tends to be slightly higher than the first period distribution.

Means and standard deviations of the numbers of times students were absent from English and Social Science classes are included in Table 11.

TABLE 10

Grade Distribution, Numbers, and Percentages for 10-12 Grade Study Sample - Remedial and Corrective Program Participants - McClymonds Senior High - 1966-67

Grade Level	Mark	English (Academic)				Social Science (Academic)				Social Science (Citizenship)			
		Period I		Final		Period I		Final		Period 1		Final	
		N	%	N	%	N	%	N	%	N	%	N	%
10-12	A	1	.99	1	.99	1	1.05	1	1.05	17	17.53	20	20.62
	B	11	10.89	13	12.87	6	6.32	15	15.79	23	23.71	20	20.62
	C	49	48.51	50	49.50	45	47.37	38	40.00	26	26.80	31	31.96
	D	37	36.63	34	33.66	36	37.89	35	36.84	15	15.46	20	20.62
	F	3	2.97	3	2.97	7	7.37	6	6.32	16	16.49	6	6.19
TOTAL	N	101		101		95		95		97		97	

TABLE 11

Means and Standard Deviations of Numbers of Days Absent for Students in 10-12 Grade Study Sample - Remedial and Corrective Program Participants McClymonds Senior High - 1966-67

Grade Level	Subject	N	Period 1		Period 4		Total Year	
			M	S.D.	M	S.D.	M	S.D.
10-12	English	99	5.4	5.4	7.3	7.2	25.1	21.3
10-12	Social Science	98	6.0	5.8	8.5	8.9	27.4	23.5

While there were 49 days in Period 1 and 44 in Period 4, the averages for the former tend to be somewhat lower. Differences between the mean values for the two subject areas are of similar magnitude for all three periods reported.

Another way of presenting these data is included on Table 12. Here the average numbers and percentages of students absent per day are presented. The same relationships observed on Table 11 will be noted on Table 12. There was a lower absence rate at the beginning of the year than at the end in both areas English classes had a consistently lower absence rate than Social Science classes. The between-subject differences suggest slightly better motivation for attending English classes than for attending Social Science and/or the possible influences of parent-aide follow up in English class absences.

Since only cases having complete data available for the entire year were used in these tabulations, it is quite possible that the study sample is somewhat less truly random than it was when it was originally selected; i.e., these data describe only those students who were not late entrants, drops, etc. If this is true, the percentages and number of absences become, if anything, under-estimates of the magnitude of absence rates. These data emphasize the problems faced by teachers attempting to conduct a sequential program of instruction with a large proportion of the class manifesting sporadic attendance.

TABLE 12

Means and Mean Percentages of Numbers of Students Absent Per Day
10-12 Grade Study Sample - Remedial and Corrective Program
Participants - McClymonds Senior High - 1966-67

Grade Level	Subject	Total N	Period 1		Period 4		Total Year	
			Mean N	Mean %	Mean N	Mean %	Mean N	Mean %
10-12	English	99	10.9	11.0	16.4	16.6	14.0	14.0
10-12	Social Science	98	12.0	12.2	18.9	19.3	15.1	15.4

Results of Staff Questionnaire Survey

A total of 10 of the 11 teachers involved in the remedial and corrective program responded to the Staff Questionnaire. A copy of this questionnaire with complete tabulations of results entered thereon will be found in Appendix I-D.

Teachers were somewhat more reserved this year than last in their evaluation of the "team concept" approach. Approximately 93% of the teachers indicated that they felt the team approach was "effective", "very effective", or "extremely effective" last year. Only 60% responded similarly this year and 40% expressed reservation with a "do not know" response.

All respondents reported that they had used the ESEA-provided materials and equipment. Ninety per cent rated the effectiveness of the materials as "good" or "very good". Tape recorders and supplementary classroom sets of books were mentioned as the most helpful of the ESEA supplementary materials and equipment.

The seven teachers who had used the ESEA-provided clerical services were unanimous in rating these services as valuable.

Teachers were asked to indicate their estimates of the effectiveness of the remedial and corrective program approach in bringing about positive results in learning and attitudes. These results are tabled on the following page in Table 13.

TABLE 13

Teachers' Estimates of Program Effectiveness-
Remedial and Corrective Program
McClymonds High School 1966-67

	Marked Positive Results	Moderate Positive Results	Limited Positive Results	No Results Evident
a. Improvement of oral language skills	1	4	4	1
b. Improvement in reading comprehension	2	2	6	
c. Improvement in word attack skills	1	6	3	
d. Improvement in written language expression (content)		6	3	1
e. Improvement in motivation for learning	2	7		1
f. Improved study habits (attitude and mechanics)		3	4	3
g. Increased self-confidence	4	4	2	

The greatest program effects reported by teachers were in the areas of improved student motivation, self confidence, and word attack skills. Moderate positive results were noted in other areas.

The use of teacher aides in the classrooms has been an additional feature in the McClymonds program begun well after the school year was under way. Therefore teachers have had only limited experiences with aides in this role. (Last year the aides worked with parents of program participants on attendance problems.) Only two teachers responding to the questionnaire indicated that they had had an aide under their direct supervision. However, approximately half of the teachers gave their evaluative opinions regarding the effectiveness of aides in various roles. Responses to questions 8 and 9 of the Staff Questionnaire indicate that teachers have felt that aides have been of "some" or "much" value in all areas rated. Relationships of aides to other personnel and the students were rated very highly. The needs for clearer delineation of roles and for more planning time were articulated by teachers.

Teachers indicated that the Cultural Enrichment had been most effective in increasing student awareness of the community in general, in supplying experiential background for increased perceptual and intellectual development, and in providing rewarding experiences with the cultural offerings of the area. Little effect was noted in the area of improving student vocational information and/or aspirations.

Five teachers reported that they had participated in centrally organized inservice activities which they rated as having had "some" or "much" value. All teachers had been involved with on-site in-service activities and these were rated quite positively.

Over all, the features of this year's operation which seemed to be most helpful to teachers were in order:

Reduction of class size as a result of team efforts

Cultural enrichment opportunities

Classroom sets of materials

Selected films

The greatest single problem noted was the lack of adequate planning and preparation time.

Responses to Parent Interview Survey

The schedule of questions included in the parent interview survey cover a variety of areas related to the level of parent information about programs, opinions regarding the helpfulness of the program, changes in student behavior, etc. A complete presentation of the responses of the 45 parents responding to this survey will be found in Chapter VI. Mention will be made here regarding selected items.

Only slightly over one half of the parents reported that they were familiar with the ESEA program and, therefore, it was not surprising that only 49% reported that they had been receiving the ESEA newspaper, New Directions . Parents were quite positive in their rating of the school and staff. Only 7% gave clearly critical ratings. Parents generally tended to report improvement in student skills over the year's period and considered rates of progress as satisfactory.

Most parents (78%) were aware that the schools have been employing parents as aides in the schools. However, only one third of the parents interviewed had talked personally to an aide. Approximately 95% of those rating the value of the aide program considered it "very valuable". Parents also considered "very valuable" the cultural enrichment program and seemed to be relatively satisfied with the program as presently organized.

Active parent involvement in parent meetings continues to be a problem. Only 7, or 16% of the parents reported that they had attended at least one meeting at school even though two thirds of them were aware of these meetings. Forty percent of the parents were aware of the McClymonds Citizens Advisory Committee. Suggestions for what the committee should be doing were generally supportive in nature; i.e., help in various ways to improve the program at school.

Forty-two percent of the parents had heard of the Model Cities Plan for their area and all of those rating the plan indicated that it was "satisfactory", "very good", or "excellent".

More than 82% of the parent interview sample felt that the Oakland Schools were doing a "good" or "excellent" job of educating their families. Nearly 90% of the parents indicated that they felt that McClymonds High rated "average", "above average", or "excellent" among the schools of the city.

DISCUSSION AND CONCLUSIONS

In terms of tested reading and language skills, only moderate amounts of achievement progress were evidenced in the score averages for the combined grade levels. It is possible that greater or smaller amounts of growth may have occurred in reading and/or language sub-skills not thoroughly assessed by the California Achievement Test, but there are no data herein to support such a hypothesis. The processes of scoring and analyzing the test data revealed significant numbers of cases whose records were not complete enough to be included in the study. In many cases, the incompleteness was due to mobility and/or sporadic attendance. This attrition may have had an undetermined influence on the results.

The analyses of mean gains should not be construed to reflect the progress made by all students; many made greater gains, some smaller. From a teacher's standpoint, evaluation of individual student records continues to be essential.

While participants in the "intensive" program made average score gains approximating those for the total group, their gains may be interpreted as more significant than for the total group. Because of the much lower level of their initial test scores, it is reasonable to assume that their expected rate of growth would be somewhat lower than that of the total group.

It is encouraging to note the positive aspiration levels of the students and the teachers' reports of increased motivation and interest. The desires of most students to continue their education perhaps also suggests the presence of an essential ingredient in the learning process - motivation. However, it brings with it a re-emphasis of the fact that the majority of the students are severely retarded readers who are likely to be somewhat frustrated in pursuing their educational and vocational aspirations because of this inability to read well.

The fact that these students apparently failed to exceed their previous rates of tested achievement progress underscores the possibility that intervention at the high school level may be too late in the students' academic careers to have maximum effectiveness. This is not to say that intensive efforts to improve the rate of achievement progress should not be made or continued at this level. But there is the possible implication that remedial and corrective efforts in the earlier grades should be augmented. How much more receptive could these students have been 6, 7, or 8 years ago before they had been ingrained with the experiences and frustrations of marginal success and/or failure which have probably contributed greatly to the guarded responsiveness and defensive behavior patterns frequently noted? Results obtained in the spring, 1966 semester revealed more-rapid-than expected rates of growth on three of the four California subtests.

However, during the spring period of 1966, there was a greater enrichment of personnel in the English Department and most teachers had been provided preparation periods which was felt to be very helpful in terms of allowing for individualized planning, curriculum development, etc. This year's slower rate-of-progress results may be related, at least in part, to the cut-backs which were necessary.

Parent awareness of the existence of the ESEA program remains at approximately the same level this year that it was after the first semester. Relatively few of the parents interviewed reported that they had received the ESEA New Directions newspaper. The fact that the paper has carried a number of articles and pictures specifically on the McClymonds program would suggest that greater efforts to secure wider circulation should be made.

The following conclusions related to the major program objectives are warranted from data presented in this report.

1. Objectives 1 and 2, related to the improvement of achievement levels and rates of progress, have been only partially achieved. While statistically significant achievement score gains have been observed, students' rate of growth has remained at a level approximating that estimated for the pre-project period.

2. There is evidence that Objective 3, related to effecting changes in children's attitudes toward school/education, has been achieved. Slight, but consistent, positive shifts in students' attitudes as reflected on the self-rating questionnaire, have been observed.

3. Students' self reports reveal no particularly significant changes in occupational/or educational plans (Objective 4), but it was observed that the students' self reports revealed relatively high levels of aspirations/plans on the part of most students.

4. Students' responses present ambiguous data regarding Objective 5, which is related to expectations of success in school. It was noted, however, that students at the end of the year appeared somewhat less certain of graduating from high school and specifically where they would work or continue their education.

5. Attendance patterns at the end of the year were less regular than they were during the first of the year. However, slightly better attendance patterns were noted for English than for another academic subject, suggesting that some progress may have been made in the English Department's efforts to improve attendance (Objective 5).

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EPL:rh
7-15-67

EVALUATION OF ELEMENTARY SCHOOL REMEDIAL READING PROJECT

INTRODUCTION

The remedial reading program (or reading workshop, as it was referred to locally), an element of the total ESEA Title I Project, had the same overall objective the general or corrective program had: To help students attending the public and parochial target area schools learn to read or learn to read more proficiently. It was hypothesized that by providing remedial services, in addition to the remaining complex of ESEA services, improved student learning of reading skills would occur.

PROCEDURE

Subjects

The students included in the remedial reading program were those enrolled in target area schools who met one or both of the following criteria:

1. The student had been served by the program during the Spring, 1966, project period and demonstrated further need and desire for assistance.

2. The student was in grade two to six and was identified by his principal, classroom teacher, and/or remedial reading teacher as demonstrating a need for remedial reading service. (The demonstration of need was based upon achievement test results two or more years below actual grade status, and/or observations on the part of principals or teachers.)

The number of public and parochial school children at each grade level who received remedial reading services during the 1966-67 project year are presented in Table 1.

TABLE 1

Number of Public and Parochial School Children
Receiving Remedial Reading Services During
the 1966-67 ESEA Title I Project Year

School	Grade Level														Total
	2		3		4		5		6		7		8		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Public	11	2.9	140	36.6	126	33.0	65	17.0	40	10.5	-	-	-	-	382*
Parochial	3	1.8	42	25.0	31	18.5	27	16.1	26	15.5	24	14.3	15	8.9	168*
Total	14	2.5	182	33.1	157	28.5	92	16.7	66	12.0	24	4.4	15	2.7	550

*Due to normal attrition or being returned to regular school programs, the net

sample was reduced to 320 public and 159 parochial school students. However, the above data represent total numbers of students who received help, albeit short time for some.

Staff

Teachers serving in this project were those who had participated in the program during the Spring, 1966, project period. One half-time and thirteen full-time teachers served the eleven public and seven parochial elementary schools.

Program Description

Each remedial reading teacher served approximately six to ten students during instructional sessions which ranged from approximately 30 to 50 minutes per class period. An attempt was made at each school to schedule students having similar skill deficiencies for the same remedial session, thereby allowing the remedial reading teacher to focus her instruction on problems common to the group, as well as to provide needed individual assistance.

Varied materials and instructional methods were employed by the remedial reading teachers as they worked on unique reading difficulties, and continued efforts were made to use text and other materials the students had not previously seen.

Since the duration of the project period was twice that of last year, explorations were made into various ways of serving larger numbers of children in the remedial reading program than was possible last year. Several of the remedial reading teachers typically found themselves with some 30 children whose skill deficiencies were such as to require minimally a semester, but more generally a full academic year, in which to note observable progress in reading skill development. In their efforts to increase the number of children in the remedial reading program, some teachers limited the enrollment of the longer term children to one-half to three-fourths of the total number served. The remaining one-half to one-fourth of the children were those whose skill needs appeared to be more readily remedied. Continued investigations into ways of optimizing the number of children served, consistent with what are currently regarded as sound remedial instruction practices, are expected to be made during the 1967-68 project year.

Evaluation Instruments

Standardized Tests: The general pattern of standardized testing for the remedial reading program is illustrated in Table 2.

TABLE 2

Standardized Tests Administered in the 1966-67
Remedial Reading Program

Grade	Test	Pre Test			Post Test		
		Level	Form	Date	Level	Form	Date
2	Stanford: Word Reading, Paragraph Meaning	Prim. 1		May '66	Prim. 11		May '67
3	Stanford: Word Meaning, Paragraph Meaning	Prim. 11	W	May '66	Prim. 11	X	May '67
4	Metropolitan: Word Knowledge, Reading	Elem.	C	Oct. '66	Elem.	A	May '67
5	STEP - Reading	4		Oct. '66	4		May '67
6	Stanford: Word Meaning, Paragraph Meaning	Int. 1	W	Oct. '66	Int. 1	X	May '67

Some variation occurred in the administration of the tests identified in Table 2. The primary deviations were those of administering an easier level of a test at the pre-test point, and a more difficult level than that indicated at the post-test date.

To assist the remedial reading teachers in making their recommendations concerning which children appeared to be in most need of help, an informal screening test (usually having the child read in a graded basal reading series) was often administered. For those children finally enrolled in the remedial reading program, the survey type standardized testing pattern presented in Table 2 was supplemented, in grades two to six, with selected parts of the Durrell Analysis of Reading Difficulty, a diagnostic reading test.

Subjective Data: Opinions of program staff members and parents concerning the overall effects of the remedial reading service were collected by means of questionnaires completed in May, 1966, by ESEA elementary school principals, classroom teachers, remedial reading teachers, and parents. These questionnaires, with response totals and percentages, will be found in Appendix I-D. An additional post rating schedule was developed for use by the classroom and

remedial reading teachers to rate the same child in a number of behavioral areas judged to be relevant to reading skill development. See Appendix I-D for a sample of this rating schedule. Sections of the staff questionnaires related to the remedial reading program and the post rating schedule results have been extracted for use herein as an evaluation device for this program.

Evaluation Strategies

Objective Test Data

Univariate Statistics: Means, standard deviations, grade equivalents, and pre-post grade equivalent differences were computed for all data where pre-post test results were available. In some instances, these statistics were computed for data on a grade level basis; in other cases, where different grade levels used the same test level, grade levels were combined before the computations were carried out.

Bivariate Statistics: Gains or losses in vocabulary and reading skill development over the project year, as assessed by the standardized survey type tests listed in Table 2, were evaluated by means of the non-parametric Wilcoxon Signed-Rank test for paired data. This statistical test was the appropriate one for most of the pre-post comparisons. It was used for the grade three and four data (the parametric t test would have been somewhat more appropriate) because of the speed with which the calculations could be made.

Subjective Data: Responses to the questionnaires and rating schedules were tallied and totals obtained. Percentages were computed and reported in the analysis. The original rating categories for both the questionnaires and the rating schedules were condensed to facilitate summarization of the data.

FINDINGS

Achievement Test Results

The summary statistics and test of significance of the gains or losses sustained by participants in the elementary public school remedial reading program are presented in Table 3.

It will be observed from the data presented in Table 3 that significant pre-post gains were registered by the public school remedial reading participants. The mean grade equivalent growth over the project period ranges from two months to a year and one month for these children. It will also be observed from the pre test grade equivalent scores that, because of considerable retardation in reading skills, these students have been unable to maintain month per month growth in reading skill development prior to their involvement in the remedial reading program. Although not all students were able to achieve month per month growth during the project period, it is interesting to note that approximate month per month growth was registered by those students in the third, fifth, and sixth grades who took the Primary II level of the Stanford. Since the growth rate of those students tested

TABLE 3

SUMMARY OF ACHIEVEMENT TEST RESULTS FOR OAKLAND PUBLIC SCHOOLS

ESEA REMEDIAL READING PARTICIPANTS

GRADE	STANDARDIZED TEST ADMINISTERED		TEST DATE		PRE				POST			PRE-POST GR.EQ. MEAN DIFFERENCE	WILCOXON SIGNED RANK TEST OF SIGNIFICANCE FOR PAIRED DATA = T		
	TEST	LEVEL	PRE	POST	N	MEAN	STD. DEV.	GR.EQ. YR. MO	MEAN	STD. DEV.	GR.EQ. YR. MO.		T OR z	P	INFERENCE
3	Stan. Wd.	Prim. II	10/66	5/67	109	8.7	5.2	2.0	15.2	6.1	2.9	.9	- 7.11	$<.01$	Sig. Pre-Post Gain
	Stan. Para.	Prim. II	"	"	106	11.5	7.1	2.2	24.3	10.2	3.1	.9	- 8.07	$<.01$	Sig. Pre-Post Gain
4	Metro. Wd.	C-A	10/66	5/67	103	12.0	5.5	2.8	18.5	8.2	3.2	.4	- 6.85	$<.01$	Sig. Pre-post Gain
	Metro. Read.	C-A	10/66	5/67	103	11.1	5.5	2.8	18.0	7.3	3.4	.6	- 6.50	$<.01$	Sig. Pre-Post Gain
5	STEP Read.	4	10/66	5/67	14	29.9	13.5	--	36.1	11.5	--	--	+10.	$<.01$	Sig. Pre-Post Gain
5 & 6	Stan. Wd.	Int. I	10'66	5/67	39	9.9	4.5	3.3	10.6	4.5	3.5	.2	+48.8	$<.01$	Sig. Pre-Post Gain
	Stan. Para.	Int. I	10/66	5/67	39	16.7	6.5	3.0	19.7	8.5	3.4	.4	+42.8	$<.01$	Sig. Pre-Post Gain
	Stan. Wd.	Prim. II	10/66	5/67	19	14.5	7.5	2.6	25.2	5.5	3.7	1.1	0	$<.01$	Sig. Pre-Post Gain
	Stan. Para.	Prim. II	10/66	5/67	18	25.4	11.5	2.5	40.1	9.5	3.4	.9	+2.5	$<.01$	Sig. Pre-Post Gain

with the Metropolitan and Stanford Intermediate I is consistently less than that observed for the Stanford Primary II, it is hypothesized that the Primary II level of the Stanford incorporates those skill areas which have been emphasized in the remedial reading program. Further analysis of remedial reading test results may indicate the desirability of using the Stanford Primary II test in place of the other tests which have been used; not because it supplies the most significant growth data, but rather because it may be the test most appropriate to measure the skill areas being emphasized in the remedial reading project.

Table 4 presents data for the parochial school remedial reading students similar to that found in Table 3.

TABLE 4

Summary of Achievement Test Results for Parochial School ESEA Remedial Reading Participants

Grade	Standardized Test Administered		Test Date		N	Pre		Post		Pre-Post Gr. Eq. Mean Difference
	Test	Level	Pre	Post		Mean Gr.Eq	Std. Dev.	Mean GrEq	Std. Dev.	
2-4	Stan. Wd.	Prim. I	10/66	5/67	17	1.7	.5	2.3	.7	.6
6-8	Stan. Para.				17	1.7	.4	2.1	.4	.4
2-4	Stan. Wd.	Prim. II	10/66	5/67	36	2.0	.7	2.8	.7	.8
	Stan. Para.				36	2.0	.7	2.7	.8	.7
4-8	Stan. Wd.	Int. I	10/66	5/67	77	4.3	1.1	4.6	1.4	.3
	Stan. Para.				77	3.4	1.1	4.3	1.3	.9

Examination of Table 4 will reveal pre-post project period growth rate ranging from three to nine months for the parochial school remedial reading participants. Although time did not permit the use of the Wilcoxon Signed Rank test to determine the significance of the pre-post test gains, it is reasonable to assume, from the sample sizes and the magnitude of the grade equivalent gains, that these gains are significant. It is again apparent from the pre-test grade equivalent scores that the parochial school remedial reading students have been far from maintaining month per month growth rate prior to their involvement in the remedial reading program. Although month per month growth during the project period is evident only for the fourth through eighth grade group on the Paragraph Meaning sub-test of the Stanford Intermediate I Battery, the remainder of the growth rates are encouraging when one considers the basic skill levels of the children when they entered the program.

Teacher Rating Results

Teachers' ratings of reading skill improvement shown by public and parochial school students are presented in Tables 5 through 9. Ratings made by classroom teachers and remedial reading teachers are shown in numbers and percentages. It is noteworthy that in nearly every item on all five tables, remedial reading teachers rated more students as showing "Some or Marked Improvement" than regular classroom teachers. Remedial reading teachers devote nearly all of their attention to improvement of reading in a small group setting. Regular classroom teachers work with somewhat larger groups and are concerned with other subject areas. The greater awareness of and attention to the reading skills of individual students may account for the higher ratings by remedial reading teachers.

Table 5 indicates that third and fourth grade public school students made least progress in the use of time for voluntary reading, reading to identify main ideas, reading for critical evaluation, and interest in using the school library. Third and fourth grade parochial students (see Table 6) show nearly the same pattern.

It will be observed from Table 7 that the public school fifth and sixth graders were generally rated lower in improvement shown than any other grade level group. The least progress was indicated in the areas of identifying main ideas, reading for critical evaluation and interest in using the school library. While these ratings are lower than those presented in the previous tables, it is notable that few fall below 50% in the "Some or Marked Improvement" category.

Examination of Table 8 reveals that fifth and sixth grade parochial school students received consistently high ratings. The only rating in the "Some or Marked Improvement" category to fall below 50% was that of classroom teachers on the item "Reading for critical evaluation."

Ratings of seventh and eighth grade parochial students found in Table 9 are also high, although there is evidence of more variation between the classroom and remedial teachers than that previously observed at other grade levels. These differences may be related to the sizes of groups with which the remedial and regular parochial teachers work; i.e., remedial reading teachers have a greater opportunity to become familiar with the individual strengths and weaknesses of each student.

Examination of the rating data presented in each of the five tables found on the following pages indicates general enthusiasm for the remedial reading program. Ratings in the "Some or Marked Improvement" category are high (70% or above) on most items. It will be observed that consistently high ratings appear on the first four items, those dealing with the simplest reading skills. The lowest ratings are generally in areas of voluntary and recreational reading, which require self motivation; and in identifying main ideas and reading for critical evaluation--skills, perhaps, requiring a high

TABLE 5

PUBLIC SCHOOL CLASSROOM AND REMEDIAL READING TEACHER RATINGS OF READING SKILLS
GRADE 3 AND 4 REMEDIAL READING STUDENTS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	30	17.3	37	18.6	142	82.0	161	81.3	1	0.5	--	--
2. Skill at word recognition has	30	17.3	30	15.1	142	82.0	168	84.8	1	0.5	--	--
3. Understanding of word meaning has	31	17.9	43	21.7	141	81.5	155	78.2	1	0.5	--	--
4. Comprehension of what he reads has	31	17.9	36	18.1	141	81.5	162	81.8	1	0.5	--	--
5. Skill at reading independently has	48	27.7	44	22.2	123	71.0	154	77.7	2	1.1	--	--
6. Use of time provided for voluntary reading has	64	36.9	63	31.8	107	61.8	134	67.6	2	1.1	1	0.5
7. Skill in reading for a variety of purposes such as -												
A. Reading for appreciation has	54	31.2	53	26.7	117	67.6	145	73.2	2	1.1	--	--
B. Reading to locate information has	44	25.4	57	28.7	128	73.9	141	71.2	1	0.5	--	--
C. Reading to identify main ideas has	51	29.4	66	33.3	121	69.9	132	66.6	1	0.5	--	--
D. Reading for critical evaluation has	61	35.2	78	39.3	104	60.1	107	54.0	8	4.6	13	6.5
8. Desire to learn to read has	27	15.6	23	11.6	144	83.2	174	87.8	2	1.1	1	0.5
9. Interest in recreational reading has	49	28.3	50	25.2	123	71.0	141	71.2	1	0.5	7	3.5
10. General attitude toward school has	38	21.9	38	19.1	129	74.5	153	77.2	6	3.4	7	3.5
11. Interest in using the school library has	48	27.7	48	24.2	123	71.0	120	60.6	2	1.1	30	15.1
12. Confidence in reading has	32	18.4	27	13.6	139	80.3	171	86.3	2	1.1	--	--

TABLE 6

PAROCHIAL SCHOOL CLASSROOM AND REMEDIAL READING TEACHER RATINGS OF READING SKILLS

GRADE 3 AND 4 REMEDIAL READING STUDENTS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	18	30.5	12	20.0	41	69.4	48	80.0	--	--	--	--
2. Skill at word recognition has	12	20.3	10	16.6	47	79.6	50	83.3	--	--	--	--
3. Understanding of word meaning has	14	23.7	11	18.3	45	76.2	49	81.6	--	--	--	--
4. Comprehension of what he reads has	15	25.4	13	21.6	44	74.5	47	78.3	--	--	--	--
5. Skill at reading independently has	17	28.8	13	21.6	42	71.1	47	78.3	--	--	--	--
6. Use of time provided for voluntary reading has	18	30.5	20	33.3	40	67.7	40	66.6	1	1.6	--	--
7. Skill in reading for a variety of purposes such as -												
A. Reading for appreciation has	16	27.1	19	31.6	42	71.1	41	68.3	1	1.6	--	--
B. Reading to locate information has	22	37.2	10	16.6	37	62.7	50	83.3	--	--	--	--
C. Reading to identify main ideas has	25	42.3	17	28.3	34	57.6	43	71.6	--	--	--	--
D. Reading for critical evaluation has	30	50.8	35	58.3	29	49.1	25	41.6	--	--	--	--
8. Desire to learn to read has	8	13.5	9	15.0	51	86.4	51	85.0	--	--	--	--
9. Interest in recreational reading has	11	18.6	16	26.6	47	79.6	44	73.3	1	1.6	--	--
10. General attitude toward school has	13	22.0	10	16.6	46	77.9	38	63.3	--	--	12	20.0
11. Interest in using the school library has	9	15.2	20	33.3	49	83.0	36	60.0	1	1.6	4	6.6
12. Confidence in reading has	7	11.8	10	16.6	52	88.1	50	83.3	--	--	--	--

TABLE 7

PUBLIC SCHOOL CLASSROOM AND REMEDIAL READING TEACHER RATINGS OF READING SKILLS
GRADE 5 AND 6 REMEDIAL READING STUDENTS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	23	33.8	14	20.6	45	66.2	54	79.4				
2. Skill at word recognition has	20	29.4	12	17.6	48	70.6	56	82.4				
3. Understanding of word meaning has	24	35.3	11	16.2	44	64.7	57	83.8				
4. Comprehension of what he reads has	26	38.2	11	16.2	42	61.8	57	83.8				
5. Skill at reading independently has	26	38.2	20	29.4	42	61.8	48	70.6				
6. Use of time provided for voluntary reading has	32	47.1	21	30.9	36	52.9	47	69.1				
7. Skill in reading for a variety of purposes such as -												
A. Reading for appreciation has	38	55.9	21	30.9	30	44.1	47	69.1				
B. Reading to locate information has	29	42.6	18	26.5	39	57.4	50	73.5				
C. Reading to identify main ideas has	31	45.6	33	48.5	33	48.5	35	51.5	4	5.9		
D. Reading for critical evaluation has	39	57.4	39	57.4	25	36.8	29	42.6	4	5.9		
8. Desire to learn to read has	20	29.4	12	17.6	47	69.1	56	82.4	1	1.5		
9. Interest in recreational reading has	34	50.0	21	30.9	33	48.5	47	69.1	1	1.5		
10. General attitude toward school has	26	38.2	16	23.5	40	58.8	50	73.5	2	3.0	2	2.9
11. Interest in using the school library has	30	44.1	22	32.4	38	55.9	33	48.5			13	19.1
12. Confidence in reading has	17	25.0	16	23.5	50	73.5	52	76.5	1	1.5		

TABLE 8

PAROCHIAL SCHOOL CLASSROOM AND REMEDIAL READING TEACHER RATINGS OF READING SKILLS
GRADE 5 AND 6 REMEDIAL READING STUDENTS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	7	16.6	2	5.2	35	83.3	36	94.7				
2. Skill at word recognition has	8	19.0	2	5.2	34	80.9	36	94.7				
3. Understanding of word meaning has	11	26.1	3	7.8	31	73.8	35	92.1				
4. Comprehension of what he reads has	10	23.8	4	10.5	32	76.1	34	89.4				
5. Skill at reading independently has	10	23.8	1	2.6	32	76.1	37	97.3				
6. Use of time provided for voluntary reading has	11	26.1	2	5.2	31	73.8	36	94.7				
7. Skill in reading for a variety of purposes such as -												
A. Reading for appreciation has	14	33.3	1	2.6	28	66.6	37	97.3				
B. Reading to locate information has	12	28.5	4	10.5	30	71.4	34	89.4				
C. Reading to identify main ideas has	15	35.7	7	18.4	27	64.2	31	81.5				
D. Reading for critical evaluation has	19	45.2	11	28.9	18	42.8	27	71.0	5	11.9		
8. Desire to learn to read has	4	9.5	5	13.1	38	90.4	33	86.8				
9. Interest in recreational reading has	9	21.4	4	10.5	32	76.1	34	89.4	1	2.3		
10. General attitude toward school has	4	9.5	5	13.1	33	78.5	28	73.6	5	11.9	5	13.1
11. Interest in using the school library has	5	11.9	1	2.6	28	66.6	29	76.3	9	21.4	8	21.0
12. Confidence in reading has	4	9.5	2	5.2	38	90.4	36	94.7				

TABLE 9

PAROCHIAL SCHOOL CLASSROOM AND REMEDIAL READING TEACHER RATINGS OF READING SKILLS
GRADE 7 AND 8 REMEDIAL READING STUDENTS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	9	31.0	5	17.2	20	69.0	24	82.8				
2. Skill at word recognition has	7	24.1	5	17.2	22	75.9	24	82.8				
3. Understanding of word meaning has	6	20.7	3	10.3	23	79.3	26	89.7				
4. Comprehension of what he reads has	8	27.6	3	10.3	21	72.4	26	89.7				
5. Skill at reading independently has	10	34.5	3	10.3	19	65.5	26	89.7				
6. Use of time provided for voluntary reading has	14	48.3	2	6.9	14	48.3	27	93.1	1	3.4		
7. Skill in reading for a variety of purposes such as -												
A. Reading for appreciation has	12	41.4	2	6.9	13	44.8	27	93.1	4	13.8		
B. Reading to locate information has	5	17.2	6	20.7	20	69.0	23	79.3	4	13.8		
C. Reading to identify main ideas has	12	41.4	9	31.0	13	44.8	20	69.0	4	13.8		
D. Reading for critical evaluation has	15	51.7	12	41.4	10	34.5	17	58.6	4	13.8		
8. Desire to learn to read has	2	6.9	4	13.8	27	93.1	25	86.2				
9. Interest in recreational reading has	9	31.0	5	17.2	18	62.1	24	82.8	2	6.9		
10. General attitude toward school has	7	24.1	3	10.3	22	75.9	26	89.7				
11. Interest in using the school library has	17	58.6	3	10.3	12	41.4	8	27.6			18	62.0
12. Confidence in reading has	10	34.5	7	24.1	19	65.5	22	75.9				

degree of intellectual sophistication or maturity. The percentages of parochial classroom and remedial reading teacher responses in the "Not Observed/ Does Not Apply" category on the item, "Interest in using the library," is, perhaps, a reflection of the lack of library facilities at some of the parochial school sites. It is noteworthy that "Confidence in Reading" receives high ratings in both third and fourth grade groups, but declines in the public school fifth and sixth grades and parochial seventh and eighth grades. This trend seems to favor intervention at the earlier grade levels.

Staff Questionnaire Results

A series of four questions related to the value of the remedial reading program were asked of the ESEA and ESEA-SB 28 public school classroom teachers, remedial reading teachers and principals. The same questions were posed to the ESEA parochial school principals. The response patterns of the public school teachers and principals are presented in Table 10, found on the following page.

TABLE 10

NUMBERS AND PERCENTAGES OF RESPONSES OF ESEA AND ESEA-SB 28
PUBLIC SCHOOL ELEMENTARY TEACHERS AND PRINCIPALS
EVALUATING THE REMEDIAL READING PROGRAM

QUESTIONNAIRE ITEMS	TEACHERS (N = 308)						PRINCIPALS (N = 15)					
	SOME - MUCH VALUE		LITTLE - NO VALUE		DON'T KNOW/ NO RESPONSE		SOME - MUCH VALUE		LITTLE - NO VALUE		DON'T KNOW/ NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
HOW VALUABLE HAS THE REMEDIAL READING WORKSHOP BEEN IN:												
1. MEETING THE NEEDS OF STUDENTS MOST IN NEED OF REMEDIAL HELP?	162	52.6	21	6.8	125	40.6	13	86.7	2	13.3	0	-
2. IMPROVING THE BASIC SKILLS INVOLVED IN READING AND LANGUAGE DEVELOPMENT?	168	54.5	16	5.2	124	40.3	14	93.3	1	6.7	0	-
3. INCREASING PUPIL MOTIVATION AND INTEREST IN READING AND LANGUAGE?	162	52.6	18	5.8	128	41.6	14	93.3	1	6.7	0	-
4. RAISING THE READING AND LANGUAGE ACHIEVEMENT LEVELS OF STUDENTS INVOLVED IN SPECIAL REMEDIAL CLASSES TO A POINT WHICH WILL ENABLE THEM TO PARTICIPATE IN REGULAR CLASSROOM INSTRUCTION?	157	51.0	17	5.5	134	43.5	13	86.7	1	6.7	1	6.7

It will be observed from Table 10 that both the teachers and principals in the ESEA public schools indicated strong support for the value of the remedial reading program in each of the areas assessed. The substantial percentage of teachers responding in the "Don't Know/No Response" category reflects the general unawareness of program benefits to students on the part of those classroom teachers having no students involved in remedial reading classes.

Table 11 presents similar data for the parochial school principals.

TABLE 11

Numbers and Percentages of Responses of ESEA Parochial School Principals Evaluating the Remedial Reading Program (N=7)

Questionnaire Item	Some-Much Value		Little-No Value		Don't Know No Response	
	N	%	N	%	N	%
How valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?	6	85.7	1	14.3		
2. Improving the basic skills involved in reading and language development?	6	85.7	1	14.3		
3. Increasing pupil motivation and interest in reading and language?	6	85.7	1	14.3		
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?	6	85.7	1	14.3		

The parochial school principals, like the public school principals and teachers, registered strong support for the value of the remedial reading program provided them through the auspices of ESEA Title I. Comments provided by the parochial school principals on their questionnaire (see Appendix I-D) further support the value of the remedial reading program in terms of its success in improving basic skill levels, motivation and interest, and achievement levels of students in remedial reading classes.

Teachers and principals in the ESEA and ESEA-SB 28 public elementary schools were also asked to rate the adequacy of the amount of service provided in the remedial reading program. Responses of the principals and teachers rating the adequacy of the program will be found in Table 12.

TABLE 12

Numbers and Percentages of Responses of Public School Teachers and Principals Evaluating the Adequacy of the Remedial Reading Program

Adequacy of Service in Area of:	Group Responding	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response	
		N	%	N	%	N	%	N	%	N	%
Remedial Reading Workshop	Principals (N=15)	-	-	3	20.0	12	80.0	-	-	-	-
	Teachers (N=308)	-	-	45	14.6	221	71.8	36	11.7	6	1.9

The data presented in Table 12 are consistent with those observed when the principals and teachers were asked to rate the value of the remedial reading program. Not only was the value of the program strongly supported, but also the need for more service in the area of remedial reading was indicated by both principals and teachers.

Parent Questionnaire Results

A random sample of the parents of both public and parochial school remedial reading students was asked to rate a series of skill areas related to their children's reading performance after approximately a year in remedial reading class. A sample of the questionnaire sent to the parents of remedial reading students will be found in Appendix I-D. The responses of parents of the public school remedial reading youngsters will be found in Table 13. Examination of the data presented in Table 13 reveals that parents have consistently noted improvement in reading after their children attend remedial reading classes. Particular improvement was indicated in the areas of: Clearer speech, Knows more words, Figures words out better, Remembers more, Understands better what he reads, Likes to read more, and Likes school better. It is also encouraging to note that only one parent indicated he had observed no improvement.

TABLE 13

PARENT EVALUATION OF REMEDIAL READING SERVICE
OAKLAND PUBLIC SCHOOLS

Question for Parents:

"What have you noticed about your child's reading since he has been coming to reading workshop?"

Area rated	Grades 2-4				Grades 5-6			
	Boys N=62		Girls N=37		Boys N=29		Girls N=17	
	f	%	f	%	f	%	f	%
1. Sounds better - in what way?								
Clearer speech	32	52	16	43	15	52	13	76
More fluent	7	11	4	10	2	7	1	6
More expression	18	29	11	30	9	31	5	29
Knows more words	53	85	30	81	16	55	11	65
2. Can read better - in what way?								
Reads harder books	23	37	12	32	5	17	3	18
Knows more words	33	53	16	43	10	34	8	47
Is more fluent	11	18	1	.02	1	3	2	12
More expression	16	26	10	27	8	28	6	35
Figures words out better	46	74	23	62	17	59	12	71
Remembers more	38	61	20	54	20	69	11	65
Understands better	37	60	16	43	16	55	11	65
3. Isn't much better								
No improvement	1	2						
Just a little	16	26	10	27	9	31	6	35
4. Haven't noticed anything	2	3			1	3	7	41
5. Likes to read more	46	74	24	65	16	55	10	59
6. Likes school better	34	55	21	57	12	41	7	41
7. Reads all the time now	14	23	10	27	7	24	6	35
8. Asks to be read to	15	24	9	24	8	28	6	35
9. Wants to read more to me	35	56	20	54	7	24	6	35
	Number of questionnaires returned - 99 Percent of the total grade 2-4 sample - 44%				Number of questionnaires returned - 46 Percent of the total grade 5-6 sample - 49%			

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Table 14 presents the response patterns of the parents of the parochial school remedial reading students. Responses of the parochial school parents are similar to those of the public school parents. Parents of the parochial school youngsters noted particular improvement in the areas of: Clearer speech, Knows more words, Figures words out better, Remembers more of what he reads, Understands better, and Likes to read more. It is again encouraging to note that only one of the parochial school parents felt that his child had not improved her reading skills.

TABLE 14

PARENT EVALUATION OF REMEDIAL READING SERVICE
PAROCHIAL SCHOOLS

Question for Parents:

"What have you noticed about your child's reading since he has been coming to reading workshop?"

Area rated	Grades 2-4		Grades 5-6		Grades 7-8	
	Boys N=11	Girls N=11	Boys N=17	Girls N=8	Boys N=11	Girls N=13
	f : %	f : %	f : %	f : %	f : %	f : %
1. Sounds better - in what way?						
Clearer speech	5 : 45	5 : 45	8 : 47	6 : 75	2 : 18	9 : 69
More fluent	4 : 36	2 : 18	3 : 18	6 : 75	1 : 9	6 : 46
More expression	3 : 27	9 : 82	10 : 59	4 : 50	0 : 0	7 : 54
Knows more words	7 : 64	10 : 91	15 : 88	8 : 100	8 : 73	9 : 69
2. Can read better - in what way?						
Reads harder books	3 : 27	7 : 64	5 : 29	6 : 75	1 : 9	6 : 46
Knows more words	7 : 64	8 : 73	9 : 53	6 : 75	4 : 36	7 : 54
Is more fluent	4 : 36	1 : 9	4 : 24	4 : 50	1 : 9	4 : 31
More expression	4 : 36	2 : 18	6 : 35	3 : 38	1 : 9	6 : 46
Figures words out better	8 : 73	8 : 73	12 : 71	8 : 100	6 : 55	9 : 69
Remembers more	6 : 55	8 : 73	10 : 59	8 : 100	0 : 0	7 : 54
Understands better	3 : 27	7 : 64	8 : 47	7 : 88	4 : 36	9 : 69
3. Isn't much better						
No improvement	0 : 0	0 : 0	0 : 0	0 : 0	0 : 0	1 : 8
Just a little	1 : 9	0 : 0	7 : 41	1 : 13	4 : 36	0 : 0
4. Haven't noticed anything	1 : 9	0 : 0	0 : 0	0 : 0	0 : 0	0 : 0
5. Likes to read more	5 : 45	9 : 82	10 : 59	8 : 100	2 : 18	8 : 62
6. Likes school better	4 : 36	4 : 36	6 : 35	5 : 63	7 : 64	4 : 31
7. Reads all the time now	2 : 18	5 : 45	1 : 6	3 : 38	0 : 0	2 : 15
8. Asks to be read to	2 : 18	5 : 45	2 : 12	2 : 25	2 : 18	2 : 15
9. Wants to read more to me	4 : 36	7 : 64	8 : 29	5 : 63	3 : 27	2 : 15
	Number of questionnaires returned - 22 Percent of the total Grades 2-4 sample - 30%		Number of questionnaires returned - 25 Percent of the total Grades 5-6 sample - 50%		Number of questionnaires returned - 24 Percent of the total Grades 7-8 sample - 67%	

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7/27/67

SUMMARY

Approximately 550 students in the 11 public and 7 parochial elementary schools within the ESEA target area participated in special remedial reading classes designed to maximize individual instruction for students with seriously retarded reading skill levels. The teachers involved in this program were specialists in the teaching of reading. In their efforts to improve reading skills, a wide variety of instructional techniques, materials, and equipment, were utilized.

Achievement test progress of the total group of ESEA remedial reading students is encouraging. Some students were able to maintain a month per month growth rate for the duration of the project. Others, although not progressing on a month per month basis, were able to progress at a rate consistently higher than that at which they had progressed prior to their involvement in the remedial reading program. Statistically significant pre-post test gains were achieved for each group of students for whom scores were analyzed.

Teacher ratings of a variety of reading skills pertinent to the remedial reading program consistently indicated that students substantially improved these skills during their remedial experiences.

The evaluative opinions of school personnel and parents were clearly favorable. Both groups indicated strong support for the value of the remedial reading program in terms of its success in improving motivation and interest, as well as achievement levels of students having serious reading deficiencies. The fact that parents were able to observe improvement in youngsters' reading skills is indicative of the gross impact of the remedial reading program.

Based on the results observed in this study, it is reasonable to expect that continued efforts in the area of remedial reading are likely to produce gains of such magnitude that many of the students involved in the program will be able to return to regular classroom situations and progress therein at a competitive rate.

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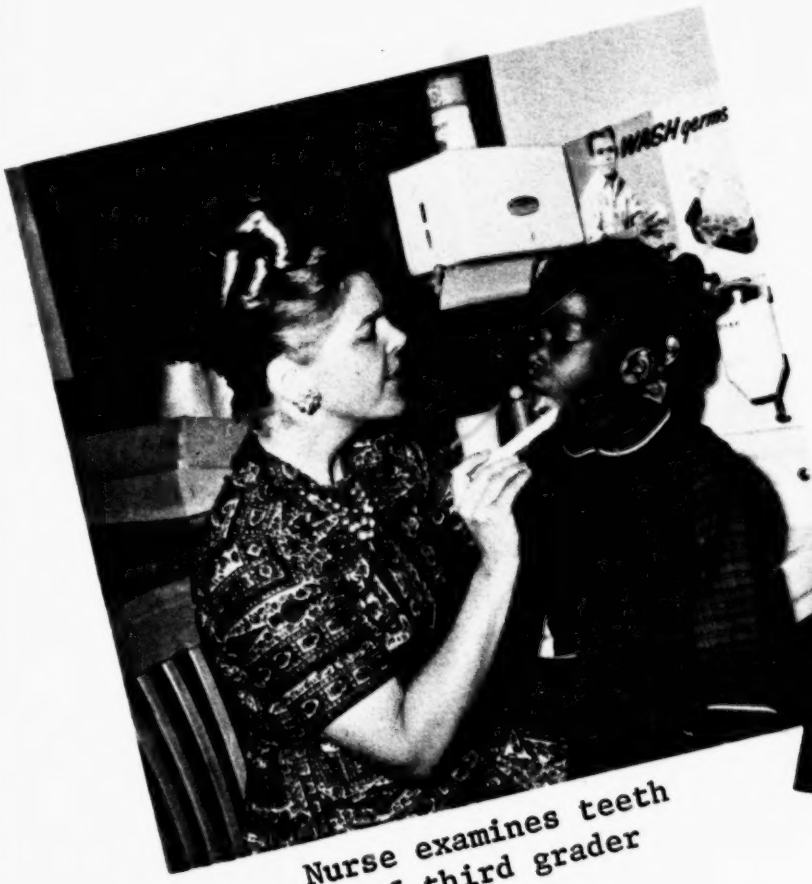

Nurse examines teeth
of third grader

Ninth grade students
make own movies

CHAPTER II

SUPPORTIVE AND AUXILIARY SERVICES

CONTENTS

Evaluation of Counseling Services

Counseling Study No. 1: Reactions of Staff, Students, and Parents to Junior High School Counseling Program

Counseling Study No. 2: Counselor Activity Time Study

Counseling Study No. 3: Counselor Contact Study

Evaluation of Individual Guidance Services

Evaluation of Psychological Evaluation Services

Evaluation of Nursing Services

Evaluation of Teacher Aide Services

EVALUATION OF COUNSELING SERVICES

COUNSELING STUDY NO. 1: REACTIONS OF STAFF, STUDENTS, AND PARENTS TO JUNIOR HIGH SCHOOL COUNSELING PROGRAM

INTRODUCTION

Establishment of an intensive counseling program was made possible with the augmentation of Oakland Public Schools counseling services through the ESEA Program of Compensatory Education at three target area junior high schools.

The primary objective of the program was to provide disadvantaged youngsters with the increased personalized services they need. Reduction of the counselor-student ratio was effected to enable counselors to develop more effective relationships with students.

PROCEDURE

Program Description

Prior to the inception of the ESEA program the average counselor-pupil ratio had been approximately 1:500; allocation of counselor time for testing and scholarships brought this in actuality to 1:390. The equivalent of five full-time counseling positions were added at the target area schools, thereby reducing the average ratio of counselor to student to approximately 1:230.

The added counseling staff made the counselor more accessible, and the augmented supportive staff provided a diversity of services not previously possible. Counselors scheduled group counseling sessions with students; parents were involved more intimately in the total counseling approach; and case studies concerning language development needs were conducted and results incorporated into teacher-counselor instructional planning.

Evaluation Instruments

ESEA Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were completed in May, 1967, by junior high principals, ESEA instructional staff members, and counselors. A section of these questionnaires, consisting of five questions pertaining to counseling services, has been extracted for use in this report as an evaluation device for these services.

The questions asked of both ESEA principals and language development teachers were designed to determine the extent to which these personnel perceived the additional counseling assistance to be of service in promoting student learning. Counselors were asked to evaluate the increased opportunity

for additional services provided by reduced counselor-pupil ratio. Counselor responses were also requested on a general review of the adequacy of the present level of compensatory services. The complete questionnaires, with response totals and percentages, are included in Appendix II-B.

Guidance Questionnaires: In the fall of 1964, the Department of Counseling and Occupational Information of the Oakland Public Schools administered a series of questionnaires related to the guidance and counseling program to all school personnel, to a 10% sample of all students in secondary schools, and to the parents of those students. The results of these questionnaires provided a baseline source of data for a pre-post ESEA evaluation of the counseling services provided at the three target area junior high schools. The only major changes in the counseling services subsequent to the 1964 survey were those provided by the ESEA program.

The results of the 1964 questionnaires for counselors, teachers, and students were studied, and those questions to which there had been a large number of negative or Don't Know responses were selected for readministration to the appropriate groups. This technique was used to select the questions to be readministered to the appropriate groups in order to determine the extent to which the respondents reacted differently from the first administration of the questionnaires.

In May, 1966 and May, 1967, the selected items were readministered. The guidance questionnaire for teachers was sent to the entire teaching staffs at target area junior high schools. The counselor questionnaire was sent to all counselors at the three schools. The student questionnaire was administered to a 10% random sample of students in each grade level of the three schools. Complete questionnaires will be found in Appendix II-B.

Parent Interviews: In the spring of 1966, a sample of 89 parents in the target area junior high schools were interviewed and asked to respond to a series of questions related to the entire ESEA program. Seven of the interview questions were concerned with counselors and counseling services. Comparisons have been drawn between the 1966 data and a sample of 92 parents interviewed in the spring of 1967 and are included in this report as an evaluation device for these services. The complete interview schedule, with response totals and percentages, appears in Appendix VI-B.

Procedures for the Analysis of Data

Responses to the questionnaires and parent interviews were tallied and totals obtained. Percentages for the responses were computed and reported in the analysis. The totals of the responses to the various questionnaires, together with percentages, appear in the appendices.

Chi square tests of significance were computed on questionnaire responses of teachers, counselors, and students, and comparisons were drawn between 1964 and 1966, 1964 and 1967, and 1966 and 1967. Significant differences are noted in the FINDINGS section of this report.

FINDINGS

Junior High ESEA Staff Questionnaire

Each of the three junior high principals and 43 (97.7%) of the 44 teachers (including regular classroom teachers, Reading Teachers, and Teacher Assistants in Language Development) responded to the effect of increased counseling services in promoting student learning adjustment. Because the counselors' perception of the impact of the program stems from a different relationship with students, counselors were asked to assess the reduced counselor-student ratio in providing increased opportunity for these expanded services. Total numbers and percentages of responses to each item for principals, teachers, and counselors are presented in Table 1 and Table 1A.

TABLE 1

NUMBERS AND PERCENTAGES OF RESPONSES DERIVED FROM THE COUNSELING SERVICES SECTION OF THE ESEA STAFF QUESTIONNAIRE - PRINCIPALS AND TEACHERS

How much effect have the following counseling services had in promoting student learning adjustment?	Personnel Responding	Much Effect		Some Effect		Little Effect		No Effect		Don't Know		No Response		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Group Counseling Sessions?	Principals	1	33.3	1	33.3	-	-	-	-	1	33.3	-	-	3	100
	Teachers	1	2.3	8	18.6	8	18.6	9	20.9	17	39.5	-	-	43	100
2. Increased individualized services to students?	Principals	2	66.7	1	33.3	-	-	-	-	-	-	-	-	3	100
	Teachers	7	16.3	17	39.5	6	13.9	2	4.7	11	25.6	-	-	43	100
3. Increased student-counselor interaction?	Principals	2	66.7	1	33.3	-	-	-	-	-	-	-	-	3	100
	Teachers	6	13.9	18	41.9	6	13.9	3	6.9	9	20.9	1	2.3	43	100
4. Increased teacher-counselor interaction?	Principals	-	-	3	100.0	-	-	-	-	-	-	-	-	3	100
	Teachers	7	16.3	18	41.9	10	23.3	3	6.9	5	11.6	-	-	43	100
5. Increased parent-counselor interaction?	Principals	1	33.3	2	66.7	-	-	-	-	-	-	-	-	3	100
	Teachers*	-	-	-	-	-	-	-	-	-	-	-	-	0	0

* PRINCIPALS ONLY RESPONDED TO THIS ITEM.

TABLE 1-A

NUMBERS AND PERCENTAGES OF RESPONSES DERIVED FROM THE ESEA COUNSELOR QUESTIONNAIRE

How much effect has the reduction of the Counselor-Student Ratio had in providing increased opportunity for:	Personnel Responding	Much Effect		Some Effect		Little Effect		No Effect		Don't Know		No Response		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Group Counseling sessions	Counselors	8	53.3	5	33.3	1	6.7	-	-	1	6.7	-	-	15	100
2. Increased individualized services to students?	Counselors	10	66.7	4	26.7	1	6.7	-	-	-	-	-	-	15	100
3. Increased student-counselor interaction?	Counselors	8	53.3	6	40.0	1	6.7	-	-	-	-	-	-	15	100
4. Increased teacher-counselor interaction?	Counselors	7	46.7	5	33.3	3	20.0	-	-	-	-	-	-	15	100
5. Increased parent-counselor interaction	Counselors	7	46.7	7	46.7	-	-	1	6.7	-	-	-	-	15	100

It will be observed from Tables 1 and 1A that principals and counselors generally responded positively to all items, with 100% of the principals and between 80% and 93.4% of the counselors responding in the Much and Some Effect categories. Although teachers' reactions were more mixed, they also reflected a generally positive attitude toward the increased services. With the exception of item 1, an area with which teachers would not normally have contact, over 50% responded in the Much and Some Effect categories. It is apparent from the large number of Don't Know responses that many felt they had insufficient information to evaluate the expanded services, or lacked direct contact with them.

Counselors' review of the level of adequacy of the present compensatory services indicated 46.7% fel the present counseling service was adequate, while 40% felt more service was needed. In contrast, 33% of the principals and 79.1% of the teachers felt more service was needed. It is apparent that while progress has been made toward providing adequate service, a considerable percentage of staff members believe more counseling services are desirable.

Guidance Questionnaire - Teachers

The first 13 questions of the Guidance Questionnaire - Teachers were common to each of the three junior high schools and were used for comparative purposes. The results of the three pre-post administrations of these questions are presented in Table 2.

Application of chi square tests, comparing the responses for each question between 1964 and 1966, 1964 and 1967, and 1966 and 1967 yielded a .05 level of significant difference for questions 2, 8, 9, and 11. (See Table 3.)

While Question 2 revealed a significantly less positive response between 1964 and 1966, an examination of Table 2 reveals a reversal of this trend between 1966 and 1967, though not large enough to show statistical significance. This negative response may reflect the teachers' increasing awareness of the complexities of educational and vocational guidance.

Responses to Question 8 were significantly less positive in both the 1964-1966 and 1964-1967 comparisons, indicating an awareness of the continued limitations of the extra-curricular programs in all schools.

Significantly positive responses observed in Questions 9 and 11 are indicative of better understanding of scholarship programs and the value of standardized test scores in instructional planning, and more effective communication in these areas.

The remainder of the pre-post response data presented in Table 2 yielded no significant differences, some showing slightly positive shifts, others less positive. Although the results of these responses are inconclusive, it is apparent that counselors have made progress in some areas of needed service, while others have not been as successful.

TABLE 2

NUMBERS AND PERCENTAGES OF RESPONSES ON THE PRE AND POST ADMINISTRATION OF THE GUIDANCE QUESTIONNAIRE – TEACHERS (N IS VARIABLE DUE TO NO RESPONSES)

	RESPONSE																	
	PRE (1964)						POST (1966)						POST (1967)					
	YES		NO		DON'T KNOW		YES		NO		DON'T KNOW		YES		NO		DON'T KNOW	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. DO YOU FEEL YOU ARE AVLE TO GET TO KNOW YOUR STUDENTS' PERSONAL ADJUSTMENTS AS WELL AS YOU WOULD LIKE?	22	19.8	84	75.7	5	4.5	36	27.5	90	68.7	5	3.8	36	27.7	90	69.2	4	3.1
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?	21	18.9	64	57.7	26	23.4	16	12.2	98	74.8	17	13.0	21	16.2	87	66.9	22	16.9
3. DO YOU THINK THAT THE SCHOOL'S TESTING PROGRAM IS BROAD ENOUGH TO KEEP YOU APPRISED OF THE ACHIEVEMENT AND ABILITY LEVELS OF YOUR STUDENT?	54	48.6	40	36.0	17	15.3	54	41.2	53	40.5	24	18.3	51	39.2	60	46.2	19	14.6
4. DO YOU FEEL ADEQUATE PROVISION IS MADE IN THE GUIDANCE PROGRAM FOR STUDENTS TO BE SEEN INDIVIDUALLY WHEN THE NEED ARISES?	44	40.4	52	47.7	13	11.9	59	45.0	58	44.3	14	10.7	41	31.5	72	55.4	17	13.1
5. DO YOU FEEL THAT MOST STUDENTS WERE PROGRAMED PROPERLY INTO YOUR COURSES IN TERMS OF THEIR ABILITIES AND INTERESTS?	47	42.7	57	51.8	6	5.5	55	42.0	72	55.0	4	3.1	46	35.7	72	55.8	11	8.5
6. DO YOU FEEL THAT MOST STUDENTS HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?	22	19.8	82	73.9	7	6.3	27	20.6	100	76.3	4	3.1	27	20.8	90	69.2	13	10.0
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?	39	35.1	52	46.8	20	18.0	41	31.3	78	59.5	12	9.2	43	33.1	70	53.8	17	13.1
8. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRA-CURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO MAY WANT TO TAKE PART?	50	45.5	42	38.2	18	16.4	44	33.6	72	55.0	15	11.5	41	31.5	71	54.6	18	13.8
9. DO YOU FEEL YOU HAVE SUFFICIENT UNDERSTANDING OF THE REQUIREMENTS NECESSARY FOR STUDENTS TO OBTAIN VARIOUS SCHOLARSHIPS?	22	19.8	81	73.0	8	7.2	36	27.5	87	66.4	8	6.1	85	65.4	43	33.1	2	1.5
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING THE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?	37	33.0	70	62.5	5	4.5	45	34.4	77	58.8	9	6.9	42	32.3	85	65.4	3	2.3
11. ARE THE RESULTS OF STANDARDIZED TESTS REPORTED TO YOU?	32	29.4	68	62.4	9	8.3	47	35.9	83	63.4	1	0.8	60	46.2	65	50.0	5	3.8
12. ARE YOU AWARE OF SUPPLEMENTARY TESTS THAT ARE AVAILABLE TO HELP YOU WITH PARTICULAR EDUCATIONAL AND VOCATIONAL PROBLEMS?	36	32.4	71	64.0	4	3.6	40	30.5	88	67.2	3	2.3	43	33.1	81	62.3	6	4.6
13. ARE YOU FAMILIAR ENOUGH WITH THE SCHOOL'S FILE OF OCCUPATIONAL MATERIALS TO USE IT AS A RESOURCE IN YOUR TEACHING?	49	44.1	56	50.5	6	5.4	54	41.2	74	56.5	3	2.3	49	38.3	74	57.8	5	3.9

TABLE 3

RESPONSES SHOWING SIGNIFICANT CHI SQUARE DIFFERENCES ON THE PRE AND POST ADMINISTRATIONS OF THE GUIDANCE QUESTIONNAIRE – TEACHERS

	1964 AND 1966 COMPARISON	1964 AND 1967 COMPARISON	1966 AND 1967 COMPARISON
1. DO YOU FEEL YOU ARE ABLE TO GET TO KNOW YOUR STUDENTS' PERSONAL ADJUSTMENTS AS WELL AS YOU WOULD LIKE?			
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?	X*		
3. DO YOU THINK THAT THE SCHOOL'S TESTING PROGRAM IS BROAD ENOUGH TO KEEP YOU APPRISED OF THE ACHIEVEMENT AND ABILITY LEVELS OF YOUR STUDENTS?			
4. DO YOU FEEL ADEQUATE PROVISION IS MADE IN THE GUIDANCE PROGRAM FOR STUDENTS TO BE SEEN INDIVIDUALLY WHEN THE NEED ARISES?			
5. DO YOU FEEL THAT MOST STUDENTS WERE PROGRAMMED PROPERLY INTO YOUR COURSES IN TERMS OF THEIR ABILITIES AND INTERESTS?			
6. DO YOU FEEL THAT MOST STUDENTS HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?			
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?			
8. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRACURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO WANT TO TAKE PART?	X*	X*	
9. DO YOU FEEL YOU HAVE SUFFICIENT UNDERSTANDING OF THE REQUIREMENTS NECESSARY FOR STUDENTS TO OBTAIN VARIOUS SCHOLARSHIPS?		X	X
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING THE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?			
11. ARE THE RESULTS OF STANDARDIZED TESTS REPORTED TO YOU?	X	X	X
12. ARE YOU AWARE OF SUPPLEMENTARY TESTS THAT ARE AVAILABLE TO HELP YOU WITH PARTICULAR EDUCATIONAL AND VOCATIONAL PROBLEMS?			
13. ARE YOU FAMILIAR ENOUGH WITH THE SCHOOL'S FILE OF OCCUPATIONAL MATERIALS TO USE IT AS A RESOURCE IN YOUR TEACHING?			

X = A SIGNIFICANT POSITIVE TREND
X* = A SIGNIFICANT NEGATIVE TREND

Guidance Questionnaire - Counselors

The first ten questions of the Guidance Questionnaire - Counselors were common to each of the three junior high schools and were those used for comparative purposes. The results of the pre-post administrations of this questionnaire showing numbers and percentages are presented in Table 4.

Application of the chi square test yielded a .05 significance level for Questions 2, 4, 5, 8, and 9. Positive and negative significances are reported in Table 5. Questions 2 and 8 showed a marked positive shift between 1964 and 1967, reflecting counselors' feeling of progress in the area of educational and vocational guidance, and of understanding scholarship requirements. Negative trends in items 4 and 5 may indicate the counselors' better understanding of the magnitude of their task in these areas. The negative trend in Question 9, which developed between 1966 and 1967, reflects evaluation and proposed change in graduation requirements.

Examination of Table 4 reveals a number of marked trends, but no other comparison reached statistical significance, probably because of the small sample size. Notable is the decrease in Don't Know responses after the 1964 administration, indicating counselors' growing understanding of their roles in the areas being explored.

TABLE 4

NUMBERS AND PERCENTAGES OF RESPONSES ON THE PRE AND POST ADMINISTRATION OF THE GUIDANCE QUESTIONNAIRE - COUNSELORS (N IS VARIABLE DUE TO NO RESPONSES)

	RESPONSE																	
	PRE (1964)						POST (1966)						POST (1967)					
	YES		NO		DON'T KNOW		YES		NO		DON'T KNOW		YES		NO		DON'T KNOW	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. DO YOU FEEL YOU ARE ABLE TO GET TO KNOW YOUR COUNSELEES PERSONAL ADJUSTMENT AS WELL AS YOU WOULD LIKE?	2	16.7	10	83.3	-	-	6	40.0	8	53.3	1	6.7	3	20.0	11	73.3	1	6.7
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?	-	-	11	91.7	1	8.3	2	13.3	13	86.7	-	-	6	40.0	7	46.7	2	13.3
3. DO YOU FEEL YOU ARE ABLE TO SEE YOUR COUNSELEES ENOUGH DURING THE SCHOOL YEAR TO SATISFY THEIR NEEDS?	1	8.3	8	66.7	3	25.0	7	46.7	7	46.7	1	6.7	2	13.3	13	86.7	-	-
4. DO YOU FEEL THAT YOU ARE SUCCESSFUL IN YOUR ATTEMPTS TO PROGRAM COUNSELEES ACCORDING TO THEIR ABILITIES AND INTERESTS?	6	50.0	2	16.7	4	33.3	13	86.7	-	-	2	13.3	11	73.3	4	26.7	-	-
5. DO YOU FEEL YOUR COUNSELEES HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?	2	16.7	5	41.7	5	41.7	-	-	13	86.7	2	13.3	1	6.7	14	93.3	-	-
6. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?	2	16.7	9	75.0	1	8.3	6	40.0	9	60.0	-	-	2	13.3	12	80.0	1	6.7
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRACURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO WANT TO TAKE PART?	4	33.3	7	58.3	1	8.3	4	26.7	10	66.7	1	6.7	6	40.0	4	26.7	5	33.3
8. DO YOU FEEL YOU HAVE SUFFICIENT UNDERSTANDING OF THE REQUIREMENTS NECESSARY FOR OBTAINING VARIOUS SCHOLARSHIPS?	3	25.0	9	75.0	-	-	11	73.3	4	26.7	-	-	11	73.3	4	26.7	-	-
9. DO YOU FEEL YOUR SCHOOL'S GRADUATION REQUIREMENTS ARE CLEAR AND FREE OF AMBIGUITY?	6	50.0	2	16.7	4	33.3	12	85.7	1	7.1	1	7.1	8	53.3	7	46.7	-	-
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING ALL OF THE POSSIBLE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?	5	45.5	4	36.4	2	18.2	13	86.7	2	13.3	-	-	9	60.0	5	33.3	1	6.7
11. WOULD YOU SAY THAT STUDENTS AND THEIR PARENTS ARE KEPT ADEQUATELY INFORMED OF STUDENTS' PROGRAMS?	-	-	-	-	-	-	-	-	-	-	-	-	9	60.0	6	40.0	-	-

TABLE 5

RESPONSES SHOWING SIGNIFICANT CHI SQUARE DIFFERENCES ON THE PRE AND POST ADMINISTRATION OF THE GUIDANCE QUESTIONNAIRE – COUNSELORS

	1964 AND 1966 COMPARISON	1964 AND 1967 COMPARISON	1966 AND 1967 COMPARISON
1. DO YOU FEEL YOU ARE ABLE TO GET TO KNOW YOUR COUNSELEES' PERSONAL ADJUSTMENT AS WELL AS YOU WOULD LIKE?			
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?		X	
3. DO YOU FEEL YOU ARE ABLE TO SEE YOUR COUNSELEES ENOUGH DURING THE SCHOOL YEAR TO SATISFY THEIR NEEDS?			
4. DO YOU FEEL THAT YOU ARE SUCCESSFUL IN YOUR ATTEMPTS TO PROGRAM COUNSELEES ACCORDING TO THEIR ABILITIES AND INTERESTS?		X	X*
5. DO YOU FEEL YOUR COUNSELEES HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?	X*	X*	
6. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?			
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRACURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO WANT TO TAKE PART?			
8. DO YOU FEEL YOU HAVE SUFFICIENT UNDERSTANDING OF THE REQUIREMENTS NECESSARY FOR OBTAINING VARIOUS SCHOLARSHIPS?	X	X	
9. DO YOU FEEL YOUR SCHOOL'S GRADUATION REQUIREMENTS ARE CLEAR AND FREE OF AMBIGUITY?		X	X*
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING ALL OF THE POSSIBLE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?			
11. WOULD YOU SAY THAT STUDENTS AND THEIR PARENTS ARE KEPT ADEQUATELY INFORMED OF STUDENTS' PROGRAMS?			

X = A SIGNIFICANT POSITIVE TREND
X*= A SIGNIFICANT NEGATIVE TREND

Guidance Questionnaire - Students

The first 13 questions of the Guidance Questionnaire - Students were common to each of the three junior high schools and were those used for comparative purposes. The results of the pre-post administrations of these questions showing numbers and percentages are presented in Table 6.

Application of the chi square test to each question yielded a .05 level of significance for Questions 2, 4, 6, 7, 8, 9, 10, 11, 12, and 13 on at least one of the pre-post comparisons as shown in Table 7. The post responses to Questions 6, 8, 9, 10, 11, 12, and 13 were significantly more positive than those observed on the pre-administration, while the post responses to Questions 2, 4, and 7 were significantly less positive.

The number of significantly positive responses appears to indicate general approval by students of the increased counseling services. Although it is not likely that many of the same students responded in both pre and post evaluations, the sample size of 10% is sufficient to reflect general attitudes of the total student population. Therefore, it may be inferred that counseling services have been increased in effectiveness.

TABLE 6

NUMBERS AND PERCENTAGES OF RESPONSES ON THE PRE AND POST ADMINISTRATIONS OF THE GUIDANCE QUESTIONNAIRE – STUDENTS (N IS VARIABLE DUE TO NO RESPONSE)

	PRE (1964)						POST (1966)						POST (1967)					
	YES		NO		DON'T KNOW		YES		NO		DON'T KNOW		YES		NO		DON'T KNOW	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. HAVE YOU EVER TALKED TO YOUR COUNSELOR ABOUT THINGS THAT HAVE BOTHERED YOU?	127	49.2	129	50.0	2	0.8	86	46.7	96	52.2	2	1.1	90	52.6	79	46.2	2	1.2
2. DO YOU FEEL THAT YOUR TEACHERS AND COUNSELORS ARE PERSONALLY INTERESTED IN YOU?	165	64.0	29	11.2	64	24.8	96	52.2	36	19.6	52	28.3	92	53.8	23	13.5	56	32.7
3. DO YOU FEEL THAT YOU RECEIVE ENOUGH GUIDANCE IN SCHOOL ABOUT PROBLEMS THAT HAVE TO DO WITH PLANNING YOUR FUTURE?	139	53.7	89	34.4	31	12.0	82	44.6	73	39.7	29	15.8	79	46.5	61	35.9	30	17.6
4. DOES YOUR COUNSELOR SEE YOU ENOUGH DURING THE SCHOOL YEAR TO GIVE YOU THE HELP YOU FEEL YOU NEED?	138	53.5	85	32.9	35	13.6	94	51.1	74	40.2	16	8.7	66	38.8	83	48.8	21	12.4
5. DO YOU FEEL THE SELECTION OF COURSES AT YOUR SCHOOL ALLOWS YOU TO EXPLORE YOUR INTERESTS AS MUCH AS YOU WOULD LIKE?	129	50.0	102	39.5	27	10.5	87	47.3	76	41.3	21	11.4	89	52.0	64	37.4	18	10.5
6. DO YOU HAVE A CLEAR IDEA OF HOW SCHOLARSHIPS ARE AWARDED?	143	55.4	104	40.3	11	4.3	127	69.0	46	25.0	11	6.0	108	63.5	48	28.2	14	8.2
7. DO YOU HAVE A CLEAR IDEA OF WHAT CONSTITUTES COLLEGE REQUIREMENTS?	111	43.0	128	49.6	19	7.4	89	48.4	84	45.7	11	6.0	63	36.8	86	50.3	22	12.9
8. DO YOU FEEL THAT YOU KNOW ALL THE EXTRA-CURRICULAR (CLUBS, ATHLETICS, ETC.) OPPORTUNITIES THAT THE SCHOOL MAKES AVAILABLE TO ITS STUDENTS?	119	46.1	118	45.7	21	8.1	94	51.1	71	38.6	19	10.3	95	55.6	51	29.8	25	14.6
9. ARE THE RESULTS OF YOUR TESTS OF ACHIEVEMENT, APTITUDE, AND INTEREST REPORTED TO YOU?	119	46.1	121	46.9	18	7.0	84	45.7	65	35.3	35	19.0	91	53.2	59	34.5	21	12.3
10. DID YOU KNOW THAT SPECIAL TESTS ARE AVAILABLE TO HELP YOU WITH PARTICULAR EDUCATIONAL AND VOCATIONAL PROBLEMS?	106	41.1	138	53.5	14	5.4	74	40.2	98	53.3	12	6.5	93	54.7	68	40.0	9	5.3
11. DID YOU KNOW THAT THE SCHOOL MAINTAINS A FILE OF OCCUPATIONAL MATERIALS TO HELP STUDENTS WHO WANT TO KNOW ABOUT PARTICULAR OCCUPATIONS AND VOCATIONS?	102	39.5	139	53.9	17	6.6	97	52.7	77	41.8	10	5.4	93	54.7	58	34.1	19	11.2
12. DID YOU KNOW THAT COUNSELORS ARE SPECIALLY TRAINED FOR THEIR WORK?	169	65.8	83	32.3	5	1.9	126	68.5	52	23.3	6	3.3	133	77.8	28	16.4	10	5.8
13. DO YOU FEEL YOU KNOW ALL THE COURSES AVAILABLE TO YOU IN SCHOOL AND WHAT EACH COURSE IS ABOUT?	118	45.7	118	45.7	22	8.5	96	52.2	70	38.0	18	9.8	95	56.2	55	32.5	19	11.2

TABLE 7

RESPONSES SHOWING SIGNIFICANT CHI SQUARE DIFFERENCES ON THE PRE AND POST ADMINISTRATIONS OF THE GUIDANCE QUESTIONNAIRE – STUDENTS

	1964 AND 1966 COMPARISON	1964 AND 1967 COMPARISON	1966 AND 1967 COMPARISON
1. HAVE YOU EVER TALKED TO YOUR COUNSELOR ABOUT THINGS THAT HAVE BOTHERED YOU?			
2. DO YOU FEEL THAT YOUR TEACHERS AND COUNSELORS ARE PERSONALLY INTERESTED IN YOU?	X*		
3. DO YOU FEEL THAT YOU RECEIVE ENOUGH GUIDANCE IN SCHOOL ABOUT PROBLEMS THAT HAVE TO DO WITH PLANNING YOUR FUTURE?			
4. DOES YOUR COUNSELOR SEE YOU ENOUGH DURING THE SCHOOL YEAR TO GIVE YOU THE HELP YOU FEEL YOU NEED?		X*	
5. DO YOU FEEL THE SELECTION OF COURSES AT YOUR SCHOOL ALLOWS YOU TO EXPLORE YOUR INTERESTS AS MUCH AS YOU WOULD LIKE?			
6. DO YOU HAVE A CLEAR IDEA OF HOW SCHOLARSHIPS ARE AWARDED?	X	X	
7. DO YOU HAVE A CLEAR IDEA OF WHAT CONSTITUTES COLLEGE REQUIREMENTS?			X*
8. DO YOU FEEL THAT YOU KNOW ALL THE EXTRACURRICULAR (CLUBS, ATHLETICS, ETC.) OPPORTUNITIES THAT THE SCHOOL MAKES AVAILABLE TO ITS STUDENTS?		X	
9. ARE THE RESULTS OF YOUR TESTS OF ACHIEVEMENT, APTITUDE, AND INTEREST REPORTED TO YOU?	X*	X	
10. DID YOU KNOW THAT SPECIAL TESTS ARE AVAILABLE TO HELP YOU WITH PARTICULAR EDUCATIONAL AND VOCATIONAL PROBLEMS?		X	X
11. DID YOU KNOW THAT THE SCHOOL MAINTAINS A FILE OF OCCUPATIONAL MATERIALS TO HELP STUDENTS WHO WANT TO KNOW ABOUT PARTICULAR OCCUPATIONS AND VOCATIONS?	X	X	
12. DID YOU KNOW THAT COUNSELORS ARE SPECIALLY TRAINED FOR THEIR WORK?		X	X
13. DO YOU FEEL YOU KNOW ALL THE COURSES AVAILABLE TO YOU IN SCHOOL AND WHAT EACH COURSE IS ABOUT?		X	

X = A SIGNIFICANT POSITIVE TREND
X* = A SIGNIFICANT NEGATIVE TREND

Parent Interviews

Seven questions concerned with counseling and counseling services were asked of parents of target area junior high school students in 1966 and 1967. Comparison of responses to these questions are shown in Table 8.

TABLE 8

NUMBERS AND PERCENTS OF RESPONSES SHOWING DIFFERENCES ON THE 1966 AND 1967 ADMINISTRATION OF THE PARENT INTERVIEWS

QUESTION	RESPONSE	1966 N = 89 N	1966 %	1967 N = 92 N	1967 %
1. HAVE YOU TALKED TO (YOUR CHILD'S) COUNSELOR THIS YEAR?	A. YES	60	67.4	54	57.4
	B. NO	29	32.6	39	41.5
	C. NO RESPONSE			1	1.1
2. IF "YES" (TO ABOVE): ABOUT HOW MANY TIMES SINCE LAST JANUARY?	A. 0	2	3.3	1	1.85
	B. 1 TO 2	33	55.0	34	63.0
	C. 3 TO 4	18	30.0	11	20.4
	D. 5 TO 6	3	5.0	6	11.1
	E. MORE THAN 6	4	6.7	2	3.7
	F. NO RESPONSE				
3. HAS THERE BEEN ANY CHANGE IN THE NUMBER OF TIMES (YOUR CHILD) HAS SEEN THE COUNSELOR?	A. YES	25	28.1	39	41.5
	B. NO	40	44.9	26	27.7
	C. DON'T KNOW	22	24.6	23	24.5
	D. NO RESPONSE	2	2.2	6	6.4
4. IF "YES" (TO ABOVE): HAS (HE/SHE) BEEN ABLE TO SEE (HIS/HER) COUNSELOR MORE OFTEN THIS YEAR THAN LAST YEAR?	A. YES	23	92.0	25	64.1
	B. NO	2	8.0	2	5.1
	C. DON'T KNOW			4	10.3
	D. NO RESPONSE			8	20.5
5. IF "YES" (TO 4 ABOVE): WOULD YOU SAY (YOUR CHILD) SEES (HIS/HER) COUNSELOR MUCH MORE NOW, SOMEWHAT MORE NOW, A LITTLE MORE NOW, OR HASN'T THERE BEEN ANY CHANGE?	A. MUCH MORE NOW	9	39.1	6	24.0
	B. SOMEWHAT MORE NOW	6	26.1	5	20.0
	C. A LITTLE MORE NOW	6	26.1	12	48.0
	D. NO CHANGE	2	8.7	2	8.0
	E. DON'T KNOW				
	F. NO RESPONSE				
6. WELL, HOW SATISFIED ARE YOU WITH THE AMOUNT OF TIME (HE/SHE) IS ABLE TO SPEND WITH (HIS/HER) COUNSELOR? WOULD YOU LIKE (HIM/HER) TO SPEND MUCH MORE TIME, SOME MORE TIME, A LITTLE MORE TIME, OR THE PRESENT IS SATISFACTORY?	A. MORE TIME	43	48.3	19	20.2
	B. LESS TIME	--	--	3	3.2
	C. PRESENT IS SATISFACTORY	44	49.4	64	68.1
	D. DON'T KNOW	2	2.2	4	4.3
	E. NO RESPONSE			4	4.3
7. IN YOUR OPINION, HOW VALUABLE HAS THE ASSISTANCE OF THE COUNSELOR BEEN? WOULD YOU SAY VERY VALUABLE, SOMEWHAT VALUABLE, A LITTLE VALUABLE, OR OF NO VALUE?	A. VERY VALUABLE	46	51.7	56	59.6
	B. SOMEWHAT VALUABLE	28	31.5	15	16.0
	C. A LITTLE VALUABLE	7	7.9	10	10.6
	D. OF NO VALUE	1	1.1	4	4.3
	E. DON'T KNOW	5	5.6	5	5.3
	F. NO RESPONSE	2	2.2	4	4.3

Interpretation of the comparisons in Table 8 show parent responses to be generally more positive in the 1967 interviews. Although a smaller percentage of parents had talked to the counselor in 1967 than in the 1966 interview, a

much larger percentage found the amount of time the child spent with the counselor to be satisfactory. While 48.3% of parents felt their child needed more time with the counselor in the 1966 interview, this percentage was reduced to 20.2% in the 1967 responses. Parents generally viewed the assistance of the counselor to be very valuable, with over half of the responses (59.6%) falling in this category.

SUMMARY AND RECOMMENDATIONS

The findings of this report indicate favorable changes brought about by the augmentation and diversification of counseling services by ESEA. Counselors responded very favorably to the opportunities for increased services provided by the reduced counselor-student ratio. Principals were enthusiastic in their appraisal of additional counseling services as an aid to student learning. Teachers' less positive evaluation of the expanded services may be due to lack of direct contact with all aspects of the counseling services, and insufficient information for adequate evaluation.

Pre-post comparisons on guidance questionnaires revealed many more significantly positive items than evaluations made in 1966. Teacher responses reached statistical significance more frequently, and items which had shown a negative trend were reversed. Counselor responses also tended to be more positive; and two of the three items yielding negative significance probably reflect counselors' self-evaluation in relation to a large and complex task. Student reactions on the questionnaires were much more enthusiastic than in the 1966 evaluation. Positive statistical significance was reached in seven of thirteen items, whereas the 1964-1966 comparison had shown only two significantly positive trends.

Parent interviews revealed a general satisfaction with the availability of counseling services and most parents felt the assistance of the counselor to be valuable. As in the previous interview, a majority of parents reported that they had been in contact with the counselor of their children, indicating their interest in and knowledge of the program.

In light of the apparent progress of this program it is recommended:

1. That expanded and augmented counseling services be continued

2. That greater efforts be made to establish effective lines of communication between counselors, teachers, and students.

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COUNSELING STUDY NO. 2: COUNSELOR ACTIVITY TIME STUDY

INTRODUCTION

The development of a more effective counseling program at target area schools was one of the objectives of the ESEA program of compensatory education in the Oakland Public Schools. Counseling services at three junior high schools were augmented in order to accomplish this objective: The number of auxiliary and supportive services were increased; the counselor-student ratio was reduced. The purpose of augmenting counseling services at the target area schools was to provide the individualized, personalized counseling services needed by disadvantaged youth.

PROCEDURE

Program Description

The equivalent of five full-time counselor positions were added to existing staff assignments at the three target area junior high schools in order to reduce the counselor-pupil ratio at these schools from 1:500 to approximately 1:230. The purpose of reducing the counselor-student ratio was to provide additional opportunities for intensive counseling of individual students and to implement the use of diversified techniques in the counseling of students at the three ESEA junior high schools. A concerted effort was made by counselors at these schools to increase the amount of group counseling of students, to increase the amount of parent involvement, and to increase the number of case conferences that counselors held with language arts personnel.

The purpose of the Counselor Time Activity Study was to analyze the ways in which project counselors were spending their time and to provide baseline data for further studies.

Evaluation Instrument

Counselor Activity Time Study Form: Counselors were requested to complete time activity forms every day during four non-consecutive weeks of the spring semester. The four weeks chosen for study were selected as representative periods for the various activities in which counselors are engaged during the spring semester.

The forms were presented and discussed with counselors during meetings held for this purpose at each of the three junior high schools.

A second meeting was held at the conclusion of the first week of the survey. At this meeting counselors from the three ESEA schools were present, and further clarifications of the correct use of the form were made.

Counselors maintained a cumulative tally of the amount of time that they spent daily completing 14 categories of activities. Time spent during the regular 8:30 a.m. to 3:30 p.m. work day, as well as time spent before 8:30 a.m., after 3:30 p.m. and on Saturdays, Sundays, and holidays was included.

The category "Other Activities" was utilized for recording time spent doing classroom teaching, report writing, traveling to meetings, orientation activities, and 27 other assignments that counselors were given which were not included in the 13 major categories of activities.

A copy of the Counselor Activity Time Study form and a sheet of instructions for its use are included in Appendix

Procedures for Analysis of Data

The total number of minutes spent by counselors for each of the 14 categories of activities during the weeks surveyed was compiled for school-day working time, non-school-day working time as well as for total working time. Before percentages were computed, the total number of minutes that four part-time counselors devoted to daily classroom teaching during the period surveyed was subtracted from the total counselor time indicated for "Other Activities" during the regular school day.

Calculations were based upon a working day of 420 minutes and a classroom period of 55 minutes. Any additional time beyond 420 minutes was considered non-school-day working time. The percentages computed were based upon the amount of time spent by counselors for each activity in relation to school-day working time, non-school-day working time and total working time. All time was reported to the nearest five minutes.

RESULTS

Table 1 presents the total number of minutes and percentage of counselor time used for counseling and non-counseling activities during school-day working time and non-school-day working time for 19 days furing the spring semester. The data presented are based upon responses from the 15 counselors at the three junior high schools participating in the ESEA program.

TABLE 1

TIME ACTIVITY DATA FOR JUNIOR HIGH COUNSELORS

Activities	Number of Minutes and Average Percentage of Counseling Time at ESEA Schools					
	School-Day Working Time		Non-School-Day Working Time		Total Working Time	
	Number	Percent	Number	Percent	Number	Percent
Contact with counselees	23842	22.8	1990	7.03	25832	19.43
Contact about counselees	13380	12.9	2345	8.28	15725	11.83
Reading reports, referrals, memos, student records, circulars, etc.	4775	4.6	3275	11.57	8050	6.05
Preparing referrals	2915	2.8	1155	4.08	4070	3.06
Attendance clerical duties	7845	7.5	910	3.21	8755	6.58
Programming clerical duties	9892	9.5	8160	28.83	18052	13.58
Other clerical duties	6375	6.1	2525	8.92	8900	6.69
Supervision of pupil	12830	12.3	1200	4.24	14030	10.55
Administering or proctoring standardized tests	510	.48	----	----	510	.38
Staff, guidance, and administrative meetings	5300	5.1	1655	5.85	6955	5.23
In-service meetings	2575	2.5	1180	4.17	3755	2.82
Community meetings	355	.34	990	3.50	1345	1.01
Lunch and personal breaks	8835	8.4	120	----	8955	6.74
Other Activities	5225	5.0	2800	10.31	8025	6.04
Total number of minutes	104654	100.32	28305	99.99	132959	99.99

Table 1 indicates that the 15 ESEA counselors were involved in a variety of activities during the four weeks included in this survey of counselor time. The percentage of total school-day working time spent on these activities by the 15 counselors ranges from .34% for participation in community meetings to 22.8% for contacting counselees. The percentage of non-school-day counselor working time spent on the activities varies from 3.2% for attendance clerical duties to 28.8% for programming clerical duties. The total working time for counselors during four weeks includes a range of .38% counselor time for administering or proctoring tests to 19.4% counselor time for contacting counselees.

Though contacts with and about counselees constituted the largest percentage of counselor school-day working time during the four weeks surveyed (35.6%), it is interesting to observe that counselors devoted an almost equal amount of time (35.3%) to clerical work and to supervision.

By applying a few simple calculations to data presented in Table 1, it is possible to estimate that an approximate average of .41 minutes of counselor-contact per student, per day took place at ESEA junior high schools during the four weeks surveyed. This figure can be projected to 72.98 minutes of counselor contact for the entire school year.

It is interesting to observe, that if the counselors at the ESEA schools had maintained the same pattern of activities with the regular counseling load of 500:1 instead of their 230:1 load, students would have averaged approximately .166 of counselor contact per day and 29.6 minutes for the entire school year.

In addition to providing data about counselor activities during the the school-day, Table 1 also provides data about counselor activities during non-school-day working hours, which represented 27% of the total working time of counselors during the four weeks surveyed.

The largest percentage of non-school-day working time (40.96%) was utilized by counselors for clerical duties. Clerical duties and other counseling activities caused counselors to average 1.9 hours per day in non-school-day working time.

SUMMARY AND RECOMMENDATIONS

The findings of this report may be summarized as follows:

1. The reduction of the counselor-student ratio at ESEA schools resulted in an average of approximately 35 minutes of counselor-contact per student, per semester for ESEA junior high school students during the school year 1966-67.

2. The percentage of school-day working time that counselors devote to clerical duties and to supervision of students was almost equal to the percentage of time that they devoted to counseling activities with and about students.

3. Nearly one half of the 1.9 hours per day that counselors averaged for non-school-day working time was devoted to clerical duties.

One of the major objectives of reducing the counselor-student ratio and increasing auxiliary and supportive services at ESEA junior high schools was to provide more individualized personalized counseling services for disadvantaged youth attending these schools. Though there is evidence that this type of individualized effort was possible, there is evidence also that increased time for and greater service to individual pupils would be possible if the amount of counselor clerical and supervision time could be reduced.

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COUNSELING STUDY NO. 3: COUNSELOR CONTACT STUDY

INTRODUCTION

Augmentation of Oakland Public Schools counseling staffs at three Target Area junior high schools by personnel provided through the ESEA Program of Compensatory Education significantly reduced the pupil-counselor ratio at these schools. This reduction provided an opportunity to offer more diverse counseling services and increased the possibilities for more individualized attention needed by disadvantaged students.

PROCEDURE

Program Description

The addition of five full-time counseling positions at the three target area junior high schools reduced the counselor-pupil ratio from 1:500 to approximately 1:230.

The opportunities for greater accessibility and more diverse services improved the possibilities for increased counselor contact. Expanded use of group counseling sessions, parent involvement, and case-studies concerning language development needs were additional counseling services introduced with the inception of ESEA.

Population

A 15% random sample of all Target Area junior high school students, taken by counseling group and by sex, provided the student population for this study. Students having "high contact" with their counselor were compared with "low contact" students to assess differences which might have a relationship to the amount of counseling provided.

Evaluation Instruments

Counselor Contact Analysis: Throughout the second semester, all counselors at Target Area junior high schools recorded information about each counselor contact. The instrument was designed to provide quantitative baseline data related to the nature, content, and duration of counselor contacts; an evaluation of the level of rapport and degree of progress, and steps indicated for follow-up. A sample copy of the Counselor Contact Form appears in Appendix II-B-4.

Achievement Tests: Achievement gains were measured in four areas of language development by pre and post administrations of four subtests of California Achievement Test Battery, Junior High Level. The subtests included were Mechanics of English, Spelling, Reading Vocabulary, and English Comprehension. These tests were administered to all Target Area junior high school students in grades seven and eight. Additionally, one school also administered the test to its ninth grade students, and these results are also reported, although they were not included in the original evaluation design. Form X was administered to grades eight and nine in May, 1966, constituting the pre evaluation for these two grades, and Form W was used in May, 1967, for the post evaluation for grades seven, eight, and nine. The pre test for grade seven was Form X, administered in October, 1966.

English and English Citizenship Grades: Possible gains in English and English citizenship, reflecting the influence of the augmented language development program, were measured. First quarter and final grades were compared and are reported for high and low contact groups.

Attendance: First, fourth, and cumulated total absences from English classes were compiled for high and low contact groups and data were compared. Differences between the two groups were analyzed and are reported.

Student Self-Ratings: Student self-rating questionnaires were administered to all target area ninth grade students in November, 1966 and again in April, 1967. Ratings in areas of school-learned skills, school habits, immediate plans, and future vocational choices were designed to reveal changes in students' self-image. Data were extracted for high and low contact groups. Comparisons and analysis of data were completed for these students and are included in this report. A sample of the Student Self-Rating Form is found in Appendix I-D-16.

Procedures for the Analysis of Data

Counselor Contact Analysis: The number of counselor contact forms for each pupil was tallied and high, average, and low contact groups were established by means of a frequency distribution. Numbers and percentages for each item shown on the form were obtained, and are reported for high contact and low contact groups.

Achievement Tests: California Achievement Test results for the four subtests were compiled for all students to whom the tests were administered. Pre and post results were extracted for high and low contact students and an analysis of covariance test of significance was performed. This procedure is used in situations in which the means of two groups differ on an initial testing and one wishes to compare the means of those groups on a final testing. The final means are adjusted to what they would have been had the initial means been equal, and the difference between the adjusted final means is tested for significance. Pre and post means, adjusted means, and standard deviations are reported for high and low contact groups, and significant differences are noted. Frequency distributions for the four subtests showing pre and post scores for each group are found in Appendix I-C-40.

English and English Citizenship Grades: First quarter and final grades in English and English citizenship were compiled for high contact and low contact groups. Comparisons were drawn between the two groups, and numbers and percentages of grades earned are presented in the Findings Section of this report.

Attendance: Data were compiled for high and low contact groups. Numbers and percentages are reported for both groups for first, fourth and total absences for the year. Means and standard deviations are presented.

Student Self-Ratings: Response totals and percentages were computed and are reported for each item. Pre and post comparisons of high and low contact groups are presented.

RESULTS

Counselor Contact Analysis: A frequency distribution of the number of contacts between student and counselor provided the information presented in Table 1.

TABLE 1

Numbers of Students in High, Average, and Low Contact Groups From Each Junior High School

	High (8 or more contacts)	Average (4-7 contacts)	Low (0-3 contacts)	Total
Number of pupils	120	133	103	356

As Table 1 indicates, a total of 356 students formed the total sample population. For purposes of this study, 120 high contact students were compared with 103 low contact students. In addition, findings are presented for the total group, comprised of all students in the sample.

Tables 2 and 2a present an analysis of contacts between students and counselors. Percentages are based on numbers of responses in each category. These numbers differ because some items call for multiple responses and others for only one response. Tables 2 and 2a will be found on pages 162 and 163.

TABLE 2

NUMBERS AND PERCENTAGES OF HIGH AND LOW
COUNSELOR CONTACT ANALYSIS

Contact Made With (Multiple Response Possible)	High		Low		Total	
	N	%	N	%	N	%
Student	1347	71.1	199	71.5	2195	69.8
Teacher	159	8.4	18	6.4	273	8.6
Principal/V.P.	81	4.2	5	1.7	118	3.7
Counselor	71	3.7	33	11.8	183	5.8
Parent	136	7.1	17	6.1	240	7.6
Guidance Consultant	28	1.4	1	0.3	31	0.9
Attendance Worker	29	1.5	2	0.7	34	1.0
Psychologist (Research)	6	0.3	1	0.3	11	0.3
Nurse-Doctor	1	0.4	1	0.3	26	0.8
Other School Consultant	8	0.4	0	0.0	8	0.2
Community Agency	5	0.2	0	0.0	12	0.3
Other	1	0.3	7	0.3	10	0.3

Contact Initiated By (Mark one item only)	High		Low		Total	
	N	%	N	%	N	%
Student	525	35.2	46	22.4	751	31.5
Teacher	254	17.0	35	17.0	393	16.5
Principal/V.P.	47	3.1	2	0.9	61	2.5
Counselor	562	37.7	118	57.5	1025	43.0
Parent	51	3.4	2	0.9	85	3.5
Guidance Consultant	8	0.5	-	-	8	0.3
Attendance Worker	15	1.0	2	0.9	18	0.7
Psychologist (Research)	5	0.3	-	-	6	0.2
Nurse-Doctor	3	0.2	-	-	5	0.2
Other School Consultant	2	0.1	-	-	3	0.1
Community Agency	4	0.2	-	-	8	0.3
Other	13	0.8	-	-	16	0.6

Nature of Contact (Mark one item only)	High		Low		Total	
	N	%	N	%	N	%
Individual Counseling	851	57.9	118	59.2	1377	59.1
Group Counseling	102	6.9	24	12.0	202	8.6
Group Guidance	81	5.5	33	16.5	179	7.6
Telephone	50	3.4	3	1.5	73	3.1
Incidental	108	7.3	9	4.5	152	6.5
Other	276	18.8	12	6.0	346	14.8

Content of Contact (Mark items as appropriate)	High		Low		Total	
	N	%	N	%	N	%
Academic Achievement	352	15.0	76	20.8	2202	16.5
Review Past Record	104	4.4	36	9.8	770	5.7
Curriculum or Class Change	172	7.3	66	18.1	1178	8.8
Behavior	494	21.0	26	7.1	2410	18.1
Attendance	589	25.1	45	12.3	2866	21.5
Personal Problem	223	9.5	15	4.1	1068	8.0
Educational & Vocational Objectives	87	3.7	48	13.1	868	6.5
Appearance	13	0.5	-	-	58	0.4
Test Interpretation	39	1.6	26	7.1	370	2.7
Testing Request	5	0.2	-	-	26	0.1
Financial Problems	9	0.3	1	0.2	17	0.4
Family Background	20	0.8	2	0.5	27	0.6
Study Problems	84	3.5	8	2.1	142	3.4
Health Problems	32	1.3	2	0.5	64	1.6
Play/Hobby Interest	11	0.4	2	0.5	19	0.4
Other	112	4.7	11	3.0	186	4.7

TABLE 2A

NUMBERS AND PERCENTAGES OF HIGH AND LOW
COUNSELOR CONTACT ANALYSIS

Difficulty in Relationships with (Multiple Responses)	High		Low		Total	
	N	%	N	%	N	%
Peers	174	19.4	14	16.2	232	15.9
School Personnel	428	47.9	31	36.0	644	44.3
Parents	20	2.2	4	4.6	42	2.8
Other Adults	6	0.6	1	1.1	12	0.8
Other Siblings	1	0.1	-	-	2	0.1
Opposite Sex	18	2.0	-	-	27	1.8
Same Sex	12	1.3	-	-	16	1.1
Self Conflict	88	9.8	8	9.3	137	9.4
Other	146	16.3	28	32.5	341	23.4

Duration of Contact (Mark one only)	High		Low		Total	
	N	%	N	%	N	%
1 - 5 Minutes	647	43.1	68	33.4	905	37.9
6 - 10 Minutes	314	20.9	47	23.1	524	21.9
11 - 15 Minutes	210	14.0	33	16.2	375	15.7
16 - 20 Minutes	121	8.0	12	5.9	202	8.4
21 - 25 Minutes	51	3.4	5	2.4	94	3.9
26 - 30 Minutes	73	4.8	31	15.2	168	7.0
31 - 35 Minutes	32	2.1	5	2.4	50	2.0
36 - 40 Minutes	13	0.8	-	-	21	0.8
41 - 45 Minutes	14	0.9	2	0.9	17	0.7
46 - 50 Minutes	16	1.0	-	-	17	0.7
51 - 55 Minutes	2	0.1	-	-	3	0.1
56 - 60 Minutes	1	0.0	-	-	1	0.1
Over 60 Minutes	6	0.4	-	-	8	0.3

Level of Rapport (Mark one item only)	High		Low		Total	
	N	%	N	%	N	%
Very Good	373	25.0	94	46.0	729	30.5
Good	688	46.2	73	35.7	1043	43.7
Fair	365	24.5	34	16.6	530	22.2
Poor	61	4.0	2	0.9	76	3.1
No Show (Counselee Missed Meeting)	2	0.1	1	0.4	5	0.2

Degree of Growth or Progress (Mark one item only)	High		Low		Total	
	N	%	N	%	N	%
Very Much	211	14.3	32	20.1	348	15.4
Much	383	26.1	55	34.5	611	27.0
Some	612	41.7	60	37.7	943	41.7
Very Litt	204	13.0	10	6.2	274	12.1
None	57	3.8	2	1.2	83	3.6

Counselor Steps (Multiple Response Poss.)	High		Low		Total	
	N	%	N	%	N	%
Contact Student	557	26.8	126	40.0	1084	30.7
Contact Teacher	365	17.6	47	14.9	633	17.9
Contact Parent	201	9.7	39	12.3	374	10.6
Contact Principal/V.P.	151	7.2	9	2.8	210	5.9
Contact Research Psychologist	10	0.4	1	0.3	16	0.4
Contact Guidance Consultant	55	2.6	1	0.3	67	1.9
Contact Attendance Worker	48	2.3	5	1.5	71	2.0
Contact Other School Consultant	20	0.9	3	0.9	29	0.8
Contact Cummunity Agency	11	0.5	1	0.3	27	0.7
Contact Former School	-	-	-	-	-	-
Contact Future School	18	0.8	17	5.3	77	2.1
Gather and Study Appropriate Information	93	4.4	26	8.2	201	5.7
Change Class or Curriculum	51	2.4	17	5.3	114	3.2
Other	454	21.9	20	6.3	555	15.7
Contact Nurse /Doctor	38	1.8	3	0.9	65	1.8

It will be observed from Tables 2 and 2a that approximately the same percentage of contacts were made with students in each group compared. Proportions of other personnel involved varied. Contacts were initiated by teachers in about equal percentages, but low contact students initiated more contacts (35.2%) than high contact students (22.4%). Counselors initiated 57.5% of contacts with the low contact group and 37.7% with the high contact group. These percentages suggest a greater need for counselor assistance felt by high contact students.

Percentages of students involved in individual counseling were approximately equal (57.9% - 59.2%), but group counseling and group guidance constituted 28.5% of contacts with the low contact group and 12.4% with the high contact group, reflecting a somewhat different pattern of contacts. The large percentage of "other" responses here and on other items indicates need for further refining of the evaluation instrument.

The content of contact differed between the two groups compared. Low contact students most frequently discussed academic achievement (20.8%) and class changes (18.1%), but high contact students were more often concerned with attendance (25.1%) and behavior (21.0%). The contrasting responses in this category suggest a dissimilar attitude by these groups toward school.

Another reflection of alien attitudes by high contact students was indicated when 47.9% reported difficulty in relationships with school personnel. In contrast, 36.0% of low contact students reported difficulties in this category.

Contacts were generally short in duration with 43.1% of high contacts and 33.4% of low contacts falling into the 1-5 minute category. Percentages became proportionately less as time spans grew higher, with the exception of the 26-30 minute category which showed a larger percentage than the categories on either side. This may correspond with the length of time designated for group counseling sessions.

Counselors believed the level of rapport to be very good or good in 81.7% of low contact cases and 71.7% of high contact cases. They most frequently reported "Some" degree of progress, choosing this category in 41.7% of high contacts and 37.7% of low contacts. They felt they had made very little or no progress in only 16.8% of high contacts and 12% of low contacts. It would appear that most of the students desire to do better and think their counselors can help them.

As the next necessary step after a contact had taken place, counselors were asked to identify one or more out of 15 possible follow-up contacts. In 26.8% of high contact cases, and 40% of low contact cases, the "contact student" category was chosen. Counselors also felt it necessary to contact the teacher in 17.6% of the high contact cases and in 14.9% of the low contact cases.

Achievement Tests: An analysis of covariance problem computed on four subtests of the California Achievement Test produced the following results:

TABLE 3

Pre and Post Means and Adjusted Means for High and Low Counselor Contact Groups CAT Subtests, Grades 7, 8, and 9

Subtest	Group	N	Pre Mean	Post Mean	Adjusted Mean	Degrees of Freedom	F
English Mechanics	High Contact	57	49.2	55.9	55.8	1,126	0.43
	Low Contact	72	48.8	56.8	57.0		
Spelling	High Contact	58	14.2	15.8	16.4	1,122	0.62
	Low Contact	67	15.4	16.3	15.9		
Reading Vocabulary	High Contact	62	23.4	29.9	29.8	1,127	0.27
	Low Contact	68	23.2	29.0	29.2		
Reading Comprehension	High Contact	62	33.5	37.5	36.5	1,132	2.85
	Low Contact	73	31.3	37.8	38.7		

It will be observed from Table 3 that the analysis of covariance did not yield any differences large enough to attain statistical significance. It is worth noting, however, that the numbers tested did not approximate the total number of students in each group (high contact - 120, low contact - 103). Since there was a greater proportion of low contact students tested than high contact students, this factor may have influenced the results of this particular study.

English and English Citizenship Grades: For purposes of computation and tabulation, letter grades were assigned numerical values of 9 through 5. Table 4 and 5 present these results for the high contact, low contact, and total groups.

TABLE 4

Numbers and Percentages of Pre (First Quarter) and Post (Final) English Grades Earned by High and Low Counselor Contact Groups

English Grade	Value	High Contact				Low Contact				Total			
		Pre		Post		Pre		Post		Pre		Post	
		N	%	N	%	N	%	N	%	N	%	N	%
A	9	2	1.85	3	2.78	4	4.71	3	3.53	7	2.09	9	2.69
B	8	11	10.19	10	9.26	17	20.00	23	27.06	59	17.61	62	18.51
C	7	37	34.26	38	35.19	42	49.41	34	40.00	130	38.81	130	38.81
D	6	40	37.04	44	40.74	17	20.00	24	28.24	101	17.61	111	33.13
F	5	18	16.67	13	12.04	5	5.88	1	1.18	38	2.09	23	6.87
		M=6.4 SD=0.94		M=6.5 SD=0.92		M=7.0 SD=0.91		M=7.0 SD=0.86		M=6.7 SD=0.95		M=6.8 SD=0.92	

TABLE 5

Numbers and Percentages of Pre (First Quarter) and Post (Final) English Citizenship Grades Earned by High and Low Counselor Contact Groups

English Citizenship Grade	Value	High Contact				Low Contact				Total			
		Pre		Post		Pre		Post		Pre		Post	
		N	%	N	%	N	%	N	%	N	%	N	%
A	9	13	14.13	9	9.78	15	27.78	15	27.78	47	18.22	41	15.89
B	8	18	19.57	22	23.91	25	46.30	27	50.00	76	29.46	86	33.33
C	7	27	29.35	27	29.35	7	12.96	8	14.81	76	29.46	75	29.07
D	6	17	18.48	24	26.09	5	9.26	3	5.56	37	14.34	42	16.28
F	5	17	18.48	10	10.87	2	3.70	1	1.85	22	8.53	14	5.43
		M=6.9 SD=1.30		M=7.0 SD=1.15		M=7.9 SD=1.05		M=8.0 SD=0.91		M=7.3 SD=1.18		M=7.4 SD=1.09	

It will be observed from Tables 4 and 5 that both high contact and low contact groups maintained approximately the same grades throughout the year in both English and English citizenship. No significant differences were found in the comparisons between means. Only minor variations were observed in the percentage patterns of the letter grades given between the first quarter and the final grade. These data would indicate that ESEA counseling program has not had the effect of significantly raising pupil grades during the course of the year. However, these data should be interpreted with caution since no control group was available for comparison. Also, it is possible that subtle factors influencing teacher grading procedures, such as differential standards between fall and spring marking periods and the possible upgrading of the entire population could have operated to influence the obtained results.

Attendance: Data compiled on English class attendance for high and low contact groups are presented in Table 6.

TABLE 6

Attendance Data for High and Low Contact Counseling Groups for First and Fourth Marking Period

Group	Period	N	Ave. Days Absent	Percent Absent Per Day
High	1	120	15.7	13.1
	4	120	21.8	18.2
Low	1	103	8.2	8.0
	4	103	10.1	9.8

It will be observed from Table 6 that absences increased in the fourth marking period for both groups. This finding is consistent with the attendance study results at the junior high level presented in Chapter I. However, it will be noted also that the absence rate was considerably higher for the high contact groups for both periods 1 and 4. These data indicate that the augmentation of the counseling services in the three ESEA schools has not had the effect of reducing absence rates throughout the school year. These findings should be interpreted with caution however, since data on a control group were not available for comparative purposes. For example, the weather, various spring activities, etc. may operate to increase the absence rate in all schools--possibly at a rate even greater than that observed in the project schools.

Student Self-Ratings

Data derived from the ninth grade student questionnaires pertaining to school-learned skills and vocational aspirations are reported in Tables 7a, b, c, and d on the following pages.

Students in both the high and low-contact groups generally rate themselves as average or good on questions about school-learned skills. This general kind of rating on specific skill questions is consistent with the overall self-rating in Question "R" on Table 7b. Two skills areas in which students rate themselves as being less than average or poor are D, "Study", and F, "Explain Your Thoughts When Making a Speech Before Classmates". Given the generally positive self-ratings in most other areas it seems apparent that the instructional and counseling program should be giving very specific attention to assisting students in developing competencies in these areas.

There is relatively little change from pre to post self-ratings for either the high contact or the low-contact students on most of the items related to school-learned skills. There are a few items in which there is a major shift. Item F, "Explain Your Thoughts When Making a Speech Before Classmates," reflects an increase in the positive self-ratings on the post administration for high-contact students. This same increase is not reflected for low-contact students. It might be inferred from this shift that the nature of the group counseling activities which made up a significant part of the counseling at the target schools was of assistance to students in pre-

TABLE 7A

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS ABOUT SCHOOL - LEARNED SKILLS

ITEM	N	GROUP	PRE										POST									
RATE YOUR ABILITY TO:			1 (POOR)		2		3		4		5 (VERY GOOD)		1 (POOR)		2		3		4		5 (VERY GOOD)	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A. UNDERSTAND AND FOLLOW WRITTEN DIRECTIONS.	25	HIGH	-	-	2	8.0	14	56.0	8	32.0	1	4.0	1	4.0	1	4.0	14	56.0	4	16.0	5	20.0
	18	LOW	-	-	1	5.5	8	44.4	8	44.4	1	5.5	-	-	1	5.5	12	66.6	4	22.2	1	5.5
B. UNDERSTAND WHAT YOU READ.	26	HIGH	1	3.8	4	15.3	10	38.4	9	34.6	2	7.6	1	3.8	2	7.6	13	50.0	6	23.0	4	15.3
	18	LOW	-	-	2	11.1	10	55.5	4	22.2	2	11.1	-	-	1	5.5	11	61.1	6	33.3	-	-
C. WRITE PARAGRAPHS.	26	HIGH	2	7.6	4	15.3	17	65.3	2	7.6	1	3.8	1	3.8	7	26.9	9	34.6	8	30.7	1	3.8
	18	LOW	-	-	5	27.7	6	33.3	7	38.8	-	-	2	11.1	3	16.6	7	38.8	6	33.3	-	-
D. STUDY	26	HIGH	5	19.2	3	11.5	14	53.8	4	15.3	-	-	4	15.3	6	23.0	8	30.7	7	26.9	1	3.8
	18	LOW	1	5.5	4	22.2	8	44.4	4	22.2	1	5.5	1	5.5	5	27.7	7	38.8	5	22.2	-	-
E. CAPITALIZE AND PUNCTUATE.	26	HIGH	1	4.0	6	24.0	11	44.0	6	24.0	1	4.0	2	8.0	3	12.0	10	40.0	9	36.0	1	4.0
	18	LOW	1	5.5	1	5.5	8	44.4	5	27.7	3	16.6	1	5.5	2	11.1	9	50.0	6	33.3	-	-
F. EXPLAIN YOUR THOUGHTS WHEN MAKING A SPEECH BEFORE CLASSMATES.	26	HIGH	3	11.5	10	38.4	8	30.7	5	19.3	-	-	2	7.6	4	15.3	18	69.2	-	-	2	7.6
	18	LOW	4	22.2	3	16.6	6	33.3	3	16.6	2	11.1	2	11.1	5	27.7	7	38.8	4	22.2	-	-
G. USE THE LIBRARY.	26	HIGH	1	3.8	4	15.3	13	50.0	7	26.9	1	3.8	2	7.6	6	23.0	12	46.1	3	11.5	3	11.5
	18	LOW	1	5.5	4	22.2	7	38.8	3	16.6	3	16.6	-	-	4	22.2	10	55.5	2	11.1	2	11.1
H. WRITE COMPOSITIONS SUCH AS THEMES, ESSAYS, POETRY, OR STORIES.	26	HIGH	5	19.2	3	11.5	8	30.7	7	26.9	3	11.5	3	11.5	8	30.7	7	26.9	5	19.2	3	11.5
	18	LOW	1	5.5	5	27.7	5	27.7	3	16.6	4	22.2	2	11.1	1	5.5	6	33.3	6	33.3	3	16.6
I. READ QUICKLY.	26	HIGH	-	-	3	11.5	10	38.4	11	42.3	2	7.6	1	3.8	3	11.5	13	50.0	6	23.0	3	11.5
	18	LOW	1	5.5	3	16.6	9	50.0	3	16.6	2	11.1	-	-	3	16.6	8	44.4	6	33.3	1	5.5

TABLE 7B

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS ABOUT SCHOOL - LEARNED SKILLS

ITEM	N	GROUP	PRE										POST									
RATE YOUR ABILITY TO:			1 (POOR)		2		3		4		5 (VERY GOOD)		1 (POOR)		2		3		4		5 (VERY GOOD)	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
J. SOLVE ARITHMETIC WORD PROBLEMS.	26	HIGH	4	15.3	4	15.3	10	38.4	5	19.2	3	11.5	3	11.5	5	19.2	8	30.7	7	26.9	3	11.5
	18	LOW	1	5.5	2	11.1	9	50.0	5	27.7	1	5.5	1	5.5	3	16.6	10	55.5	3	16.6	1	5.5
K. UNDERSTAND AND FOLLOW DIRECTIONS GIVEN ALOUD BY TEACHER.	26	HIGH	1	3.8	2	7.6	13	50.0	6	23.0	4	15.3	1	3.8	2	7.6	10	38.4	8	30.7	5	19.2
	18	LOW	-	-	1	5.5	8	44.4	5	27.7	4	22.2	-	-	1	5.5	9	50.0	4	22.2	4	22.2
L. EXPLAIN YOUR THOUGHTS WHEN TALKING CASUALLY WITH CLASSMATES.	26	HIGH	-	-	3	11.5	11	42.3	6	23.0	6	23.0	1	3.8	1	3.8	10	38.4	11	42.3	3	11.5
	18	LOW	1	5.5	-	-	5	27.7	7	38.8	5	27.7	1	5.5	2	11.1	5	27.7	9	50.0	1	5.5
M. WRITE SENTENCES	26	HIGH	1	3.8	2	7.6	13	50.0	7	26.9	3	11.5	1	3.8	2	7.6	10	38.4	9	34.6	4	15.3
	18	LOW	-	-	-	-	10	55.5	5	27.7	3	16.6	-	-	3	16.6	7	38.8	7	38.8	1	5.5
N. TAKE HELPFUL NOTES IN CLASS OR WHEN YOU ARE READING.	25	HIGH	6	24.0	9	36.0	7	28.0	2	8.0	1	4.0	4	16.0	8	32.0	8	32.0	4	16.0	1	4.0
	18	LOW	1	5.5	7	38.8	7	38.8	-	-	3	16.6	2	11.1	9	50.0	4	22.2	2	11.1	1	5.5
O. WRITE LETTERS.	26	HIGH	-	-	6	23.0	5	19.2	11	42.3	4	15.3	3	11.5	4	15.3	11	42.3	5	19.2	3	11.5
	18	LOW	2	11.1	-	-	8	44.4	6	33.3	2	11.1	2	11.1	1	5.5	8	44.4	6	33.3	1	5.5
P. EXPLAIN YOUR THOUGHTS WHEN TALKING CASUALLY WITH ADULTS.	26	HIGH	1	3.8	4	15.3	11	42.3	7	26.9	3	11.5	2	7.6	7	26.9	8	30.7	5	19.2	4	15.3
	18	LOW	2	11.1	3	16.6	6	33.3	3	16.6	4	22.2	1	5.5	3	16.6	6	33.3	7	38.8	1	5.5
Q. SPELL	26	HIGH	1	3.8	1	3.8	10	38.4	8		6		2	7.6	2	7.6	10	38.4	8	30.7	4	15.3
	18	LOW	1	5.5	3	16.6	5	27.7	5	27.7	4	22.2	-	-	3	16.6	9	50.0	3	16.6	3	16.6
R. HOW DO YOU RATE YOURSELF AS A STUDENT. CONSIDER ALL THE SKILLS LISTED ABOVE.	25	HIGH	1	4.0	-	-	11	44.	13	52.0	-	-	2	8.0	1	4.0	12	48.0	9	36.0	1	4.0
	17	LOW	-	-	-	-	7	41.1	8	47.0	2	11.7	-	-	2	11.7	9	52.9	4	23.5	2	11.7

TABLE 7c

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS ABOUT VOCATIONAL ASPIRATIONS

QUESTION	RESPONSE	PRE				POST			
		HIGH		LOW		HIGH		LOW	
		N	%	N	%	N	%	N	%
A. DURING A SCHOOL MONTH I AM USUALLY TARDY -	1. 16 OR MORE TIMES	1	4.3	-	-	1	4.3	-	-
	2. 11 - 15 TIMES	-	-	1	5.5	3	13.0	-	-
	3. 6-10 TIMES	6	26.0	2	11.1	5	21.7	3	16.6
	4. 1- 5 TIMES	9	39.1	9	50.0	11	47.8	10	55.5
	5. NEVER	7	30.4	6	33.3	3	13.0	5	27.7
B. HOW MUCH TIME DO YOU USUALLY STUDY OR DO HOMEWORK BEFORE THE SCHOOL DAY BEGINS OR AFTER IT IS OVER?	1. NO TIME	4	15.3	-	-	4	15.3	-	-
	2. 1-15 MINUTES	6	23.0	1	5.5	4	15.3	2	11.1
	3. 16-30 MINUTES	4	15.3	9	50.0	6	23.0	8	44.4
	4. 31 MINUTES TO 1 HOUR	11	42.3	6	33.3	10	38.4	6	33.3
	5. MORE THAN 1 HOUR	1	3.8	2	11.1	2	7.6	2	11.1
C. HOW SURE ARE YOU THAT YOU WILL GRADUATE FROM HIGH SCHOOL?	1. I DEFINITELY WILL	13	50.0	8	44.4	11	42.3	8	44.4
	2. I'M FAIRLY SURE	4	15.3	7	38.8	7	26.9	7	38.8
	3. I DON'T KNOW	8	30.7	3	16.6	6	23.0	2	11.1
	4. I MAY NOT	1	3.8	-	-	1	3.8	1	5.5
	5. I DEFINITELY WILL NOT	-	-	-	-	1	3.8	-	-
D. WHAT PLANS HAVE YOU MADE ABOUT WHAT YOU WILL DO AFTER HIGH SCHOOL?	1. I HAVE MADE NO PLANS	4	17.3	-	-	4	17.3	-	-
	2. I WILL CONTINUE MY EDUCATION	13	56.5	14	17.7	13	56.5	14	17.7
	3. I WILL WORK	5	21.7	-	-	2	8.6	3	16.6
	4. I WILL ENTER A BRANCH OF THE ARMED SERVICES	1	4.3	1	5.5	1	4.3	1	5.5
	5. OTHER PLANS	-	-	3	16.6	3	13.0	-	-
E. IF YOU PLAN TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL, DO YOU PLAN TO -	1. ATTEND TECHNICAL COLLEGE	2	9.0	2	11.1	2	9.0	1	5.5
	2. ATTEND JUNIOR COLLEGE ONLY	4	18.8	4	22.2	4	18.1	5	27.7
	3. ATTEND JUNIOR COLLEGE AND TRANSFER TO 4 YEAR COLLEGE/ UNIVERSITY	3	13.6	4	22.2	8	36.3	6	33.3
	4. ATTEND 4 YEAR COLLEGE/UNIV.	8	36.3	8	44.4	4	18.1	4	22.2
	5. NO PLANS TO CONTINUE EDUC.	5	22.7	-	-	4	18.1	2	11.1
F. IF HIGH SCHOOL REQUIREMENTS, GRADES, MONEY OR OTHER PROBLEMS WERE NOT TO BE CONSIDERED AND YOU WERE FREE TO PICK ANY SORT OF AFTER HIGH SCHOOL EDUCATION YOU WANTED, WOULD YOU PLAN TO -	1. ATTEND TECHNICAL COLLEGE	2	8.6	2	11.1	1	4.3	-	-
	2. ATTEND JUNIOR COLLEGE ONLY	4	17.3	3	16.6	2	8.6	7	38.8
	3. ATTEND JUNIOR COLLEGE AND TRANSFER TO A 4 YEAR COLLEGE /UNIVERSITY	4	17.3	3	16.6	11	47.8	5	27.7
	4. ATTEND 4 YEAR COLLEGE/UNIV.	10	43.4	8	44.4	5	21.7	5	27.7
	5. NO PLANS TO CONTINUE EDUCATION	3	13.0	2	11.1	4	17.3	1	5.5

TABLE 7D

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SELF-RATING QUESTIONS ABOUT VOCATIONAL ASPIRATIONS

VOCATIONAL CLASSIFICATION	GROUP	QUESTION NO.* PRE A N	A %	B N	B %	C N	C %	D N	D %	E N	E %	POST A N	A %	B N	B %	C N	C %	D N	D %	E N	E %
PROFESSIONAL, TECHNICAL & MANAGERIAL	HI	4	15.3	6	23.0	6	23.0	7	26.9	4	15.3	3	11.5	5	19.2	3	11.5	5	19.2	4	15.3
	LO	6	33.3	8	44.4	7	38.8	8	44.4	4	23.5	5	27.7	6	33.3	7	38.8	8	44.4	5	29.4
CLERICAL, SALES	HI	6	23.0	7	26.9	5	19.2	6	23.0	3	11.5	4	15.3	7	26.9	3	11.5	6	23.0	3	11.5
	LO	5	27.7	6	33.3	4	22.2	4	22.2	2	11.7	5	27.7	8	44.4	3	16.6	4	2 2.2	4	23.5
SERVICE WORK	HI	3	11.5	4	15.3	3	11.5	4	15.3	3	11.5	1	3.8	1	3.8	3	11.5	3	11.5	3	11.5
	LO	1	5.5	-	-	1	5.5	-	-	1	5.8	-	-	-	-	-	-	2	11.1	1	5.8
AGRICULTURE, MARINE & FORESTRY	HI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	LO	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SKILLED	HI	2	7.6	2	7.6	4	15.3	1	3.8	2	7.6	7	26.9	5	19.2	6	23.0	5	19.2	3	11.5
	LO	1	5.5	-	-	2	11.1	-	-	1	5.8	4	22.2	1	5.5	4	22.2	-	-	2	11.7
SEMI-SKILLED	HI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	LO	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UNSKILLED	HI	1	3.8	-	-	-	-	-	-	1	0.7	-	-	-	-	-	-	-	-	1	3.9
	LO	-	-	-	-	1	5.5	-	-	-	-	-	-	-	-	-	-	1	5.5	-	-
PROFESSIONAL ATHLETICS	HI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	LO	1	5.5	3	16.6	2	11.1	2	11.1	2	11.7	-	-	3	16.6	1	5.5	3	16.6	1	5.8
DON'T KNOW	HI	10	38.4	7	26.9	8	30.7	8	30.7	14	53.8	11	42.3	8	30.7	11	42.3	7	26.9	12	46.1
	LO	4	22.2	1	5.5	1	5.5	4	22.2	7	41.7	4	22.2	-	-	3	16.6	-	-	4	23.5

*A. IF YOU PLAN TO WORK SOON AFTER YOU FINISH HIGH SCHOOL, WHAT TYPE OF WORK DO YOU REALLY PLAN TO DO?

B. IF YOU PLAN TO WORK SOON AFTER YOU FINISH HIGH SCHOOL, AND YOU COULD HAVE ANY JOB YOU WANTED, WHAT TYPE OF WORK WOULD YOU DO?

C. WHAT TYPE OF WORK DO YOU ACTUALLY THINK YOU WILL DO DURING MOST OF YOUR WORKING YEARS?

D. WHAT TYPE OF WORK WOULD YOU DO DURING MOST OF YOUR WORKING YEARS IF YOU COULD HAVE ANY JOB YOU WANTED?

E. WHAT SORT OF WORK DO YOUR PARENTS THINK YOU WILL DO?

senting their ideas before their peers. On Item C, "Write Paragraphs," there is another positive shift that is reflected for the high-contact group but not for the low-contact group. On the pre rating 65.3% of the students had rated themselves as average. On the post rating the average had dropped to 34.6% but the good rating had increased from 7.6% to 30.7%. It is difficult to find any relationship between this shift and counseling.

There are very few shifts on Table 7c and 7d pertaining to vocational aspirations. Students in both the high and low-contact groups on both the pre and post ratings generally are sure that they will graduate from high school and that they will continue their education. On the pre rating on Item D most of the students indicated that they planned to attend a four-year college or university. On the post ratings for both high and low groups there is a reduction in the number planning to attend a four-year institution and an increase in the number planning to attend a junior college transfer program. A comparison of the responses to Questions E and F indicates that the plans of most of the students are consistent with what they would like to be able to do. This same consistency of plans and wishes is reflected on most of the items on Table 7d. The only item on Table 7d which shows any major shifts from pre to post rating is that of the skilled vocational classification. On this item both the high and the low-contact groups indicate on the post ratings a greater intension to engage in skilled work and to make that work what they will be doing during most of their working years. There is also an increase in the number of high-contact students which would like to be doing skilled work if they could have any job they wanted. The number of students in the high-contact group with "Don't Know" responses to the questions on Table 7d is much greater than the number of low-contact students responding in the same way. It is difficult to draw any generalizations from these figures alone, but when one considers this item in relation to Questions A and B on Table 7c pertaining to numbers of tardies and amount of time spent studying, it might be inferred that lack of planning about vocational goals may be reflected in lack of application to school activities. This is a somewhat tenuous conclusion that needs to be considered more specifically in future studies.

DISCUSSION AND SUMMARY

It is always difficult to find direct relationships between student behavior and any specific individual activity conducted in a school situation. The highly inter-dependent nature of the educational process is a direct cause of this difficulty. It is still incumbent upon the school to try to identify those cause and effect relationships. This part of the ESEA Evaluation Study is an attempt to do that. This study also provides base-line data for future studies dealing with the same variables.

It appears from a review of the general counselor contact study data that the counselor's activities are still primarily problem oriented. Most of their time is being spent in working with youngsters who have problems of academic achievement, behavior, or attendance. Little time is being spent with the high-contact group on educational and vocational objectives. The responses on the self-rating scale indicate that the high-contact group is in need of assistance in vocational and educational planning. Yet this group is not receiving the amount of time from the counselors that perhaps is warranted. The problems of remediation may be taking precedence over the concern with

prevention. This conclusion needs to be reviewed carefully at each of the target schools. Planning for next year's program should include a more formal approach to assisting students in making effective career plans.

One of the difficulties inherent in a study such as this is that the expections of the counseling function may be unrealistic. It may also be that the data which are needed for assessment of the impact of counseling are not readily available on a short-term basis. To relate counseling effectiveness to increases in academic achievement is a difficult task. A more appropriate relationship might be that of relating counseling effectiveness to increases in aptitude measures or measures of motivation. The role of the counselor in assisting the instructional program to be more effective is found primarily in helping students come to the classroom at a point of readiness to learn. Measures of this level of readiness are not easily obtained. Other measures such as those reflected in this study must then be used as intermediate indicators of growth and readiness.

It must be remembered that this study groups all of the schools and the students from those schools together. Further analysis of individual school data and for grade levels needs to be done in order to provide more specific direction to the program.

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EVALUATION OF INDIVIDUAL GUIDANCE SERVICES

INTRODUCTION

Continued augmentation of the services of the Department of Individual and Attendance was provided for the 1966-67 school year through the use of ESEA Title I funds. The rationale for expanding the level of individual guidance services was to facilitate increased individual casework and group guidance for students whose behavioral, attitudinal, and attendance patterns create genuine learning problems for themselves and, in many instances, problems for others with whom they come in contact.

Working in conjunction with the instructional staff and other supportive services personnel, the guidance consultants sought realization of the following objectives:

1. Establishing relationships with individual students and groups of students to develop positive attitudes and to open communication.

2. Securing increased understanding for the instructional staff of the students' attitudes, interests, abilities, achievements, aspirations, and accessibility to further learning.

3. Communicating to students the school's concern for their dignity as persons and their educational progress.

4. Providing the students with opportunities for self-expression, clarification of perceptions, and making statements relative to their psychological needs.

PROCEDURE

Program Description

A total of 6.8 full-time-equivalent guidance consultants--1.9 provided by regular District funds and 4.9 funded by ESEA I--have provided individual guidance service in the 11 elementary, three junior high, and seven parochial ESEA target area schools during the 1966-67 school year. In addition, 2.1 full-time equivalent attendance supervisors--0.6 regular District and 1.5 ESEA--provided service at the three junior high schools in the ESEA program. A complete description of assignments for the Department of Individual Guidance and Attendance personnel will be found in Table 1.

TABLE 1

Department of Individual Guidance and Attendance
Personnel Assigned to ESEA Elementary,
Junior High, and Parochial Schools

Service Group	Number of Positions		
	District Funded	ESEA Funded	Total
Elementary - Guidance Consultants	1.3	2.4	3.7
Junior High - Guidance Consultants	.6	1.5	2.1
Junior High - Attendance Supervisors	.6	1.5	2.1
Parochial - Guidance Consultants	--	1.0	1.0
Total	2.5	6.4	8.9

With the addition of the positions described in Table 1, the ratios of guidance consultants to students were altered as follows:

Group	Pre-ESEA	Post ESEA
Elementary	1:6400	1:2200
Junior High	1:4500	1:1300
Parochial	No consultants	1:1200

The 1:1300 and 1:1200 ratios at the junior high and parochial schools represent desirable limits when dealing with disadvantaged youngsters, whereas the 1:2200 ratio at the elementary schools is a marked improvement over prior allocations but is still somewhat short of ideal.

The augmented individual guidance staff at the ESEA elementary, junior high, and parochial schools provided an opportunity for the consultants to work with greatly increased numbers of cases. It was possible, therefore, to provide special, individual assistance to students having social and emotional problems interfering with school progress for whom such assistance was heretofore unavailable.

Each guidance consultant was assigned to work as an integral part of the instructional and supportive services team. The following list of activities characterizes the manner in which the consultant functioned as a member of this team:

1. Individual casework
2. Group guidance
3. Parent conferences
4. Consultation with school staff
5. In-service training for staff on social, emotional, and concomitant educational problems of students

6. Report writing
7. Referrals and agency contacts
8. Community contacts

Subjects

Under pre-ESEA provisions of individual guidance services for children with particular social and emotional adjustment problems, only the most severe cases were reached because of the heavy demands upon, and needs for, these services. With the increased level of service provided by ESEA funding, the guidance consultants were able to provide individual guidance services at or near the rate at which students were referred. Table 2 indicates the number of cases and related types of problems handled by the guidance consultants at the elementary, junior high, and parochial schools.

TABLE 2

Frequencies and Percentages of the Number of Cases and Related Types of Problems Handles by the Consultants in Individual Guidance at ESEA Elementary, Junior High, and Parochial Schools

Group	Number of Cases					Type of Problem									
	Boys		Girls		Total	Behavioral and Personality		Learning Difficulty		Placement		School Reluctance		Family Problem		Total
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%	N
District Elementary	418	70.1	178	29.9	596	486	39.2	337	27.2	149	12.0	119	9.6	149	12.0	1240
District Junior High	167	66.5	84	33.5	251	202	35.4	181	31.8	31	5.4	86	15.1	70	12.3	570
Parochial Schools	111	64.5	61	35.5	172	124	53.4	67	28.9	15	6.5	4	1.7	22	9.5	232
Total	696	68.3	323	31.7	1019	812	39.8	585	28.6	195	9.5	209	10.2	241	11.8	2042

When examining Table 2, it is important to keep in mind that the case count figures represent an unduplicated count of the number of individuals with whom the guidance consultants worked. Many of these students were seen on an on-going basis, thereby explaining the discrepancy between the number of cases and the types of problems handled by the consultants.

Evaluation Instruments

Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were designed to elicit reactions from staff members involved in the program and were completed near the end of April, 1967, by the administrative personnel, instructional staff members, and counselors of the 14 District ESEA and ESEA--S.B. 28 elementary and junior high schools. In addition, questionnaires related to services provided to the seven parochial schools in the program were completed by the parochial school principals. A section of each questionnaire, consisting of a series of questions germane to individual guidance services has been extracted for use herein as an evaluation device for these services.

The questions asked of the elementary, junior high, and parochial school administrators were designed to determine the extent to which they perceived the individual guidance services being of help to their staffs. The questionnaires for elementary, junior high, and parochial school principals, with response totals and percentages will be found in Appendices I-D.

The questions asked of the elementary school teachers and the junior high teachers and counselors were essentially the same as those asked of the administrators. However, the teachers were asked to indicate how helpful the individual guidance services had been to them individually. The questionnaires for the elementary teachers and the junior high teachers and counselors will be found in Appendices I-D and II-B.

Procedures for the Analysis of Data

Responses to questionnaires were tallied and totals obtained. Percentages were computed and reported in the analysis. The totals of the various responses, together with percentages, appear in the appendices.

Representative percentages of time devoted to the eight activities of the individual guidance consultant, as previously described in this report, were computed from information obtained from a sample of the consultants.

FINDINGS

Elementary Principal and Vice-Principal Questionnaire

Of the 16 elementary principals and vice-principals in the 11 ESEA and ESEA S.B. 28 schools, 15 (93.8%) responded to a set of questions related to individual guidance services, the first of which was:

1. Did you receive any services from the consultant in individual guidance? Yes ☐ No ☐

Of the 15 respondents, 14 (93.3%) indicated that they had received such service. Table 3, therefore, presents the questions and responses of these 14 administrators. To facilitate a summarization of the full report of the results, the five original response categories have been condensed into the categories of Some - Much Help, Little - No Help, and Don't Know.

TABLE 3

Frequencies and Percentages of Responses of Elementary Principals and Vice-Principals Evaluating the Individual Guidance Services (N = 14)

Question	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful?								
Yes: 12 (85.7%) No: 1 (7.1%) Don't Know: 0 No Response: 1 (7.1%)								
How helpful was the guidance consultant's service in:								
3. Assisting staff members to understand children's behavior?	13	92.9	1	7.1				
4. Planning useful steps in working with children?	13	92.9	1	7.1				
5. Channeling the children's efforts toward better achievement and behavior?	12	85.7	1	7.1			1	7.1
6. Helping staff members feel more secure or comfortable in working with children?	14	100.0						
7. Facilitating communication with *hard-to-reach parents?*	11	78.6	2	14.3	1	7.1		
8. Securing helpful community services?	9	64.3	3	21.4	2	14.3		
9. Assisting with the development of special plans or programming for individual children?	12	85.7	1	7.1	1	7.1		

It will be noted from Table 3 that the elementary principals and vice-principals indicated generally strong support for the degree to which these services were of help. Also notable is the 85.7 % positive response to the question pertaining to the helpfulness of more contact or time with the consultant.

Elementary Teacher Questionnaire

Of the 306 ESEA and ESEA-S.B. 28 elementary teachers to whom questionnaires were sent, 283, (92.5%) responded to essentially the same questions as did the elementary administrators, the first question again being:

1. Did you receive any services from the consultant in individual guidance? Yes /____/ No /____/

A total of 187 (66.1%) of the 283 respondents indicated that they had received individual guidance services. The questions, with response frequencies and percentages of these 187 teachers, are presented in Table 4.

TABLE 4

Frequencies and Percentages of Responses of Elementary Teachers Evaluating the Individual Guidance Services (N = 187)

Question	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful? Yes: 146 (78.1%); No: 25 (13.4%); Don't Know: 3 (1.6%); No Response: 13 (6.9%)								
How helpful was the guidance consultant't service in:								
3. Assisting you to understand children's behavior?	134	71.7	49	26.2	4	2.1		
4. Planning useful steps in your work with children of your class?	101	54.0	78	41.7	6	3.2	2	1.1
5. Channeling the children's efforts toward better achievement and behavior?	101	54.0	69	36.9	14	7.5	3	1.6
6. Helping you feel more secure or comfortable in working with the children?	100	53.5	76	40.6	8	4.3	3	1.6
7. Facilitating communication with hard-to-reach parents?	77	41.2	90	48.1	17	9.1	3	1.6
8. Securing helpful community services?	68	36.4	73	39.0	40	21.4	6	3.2
9. Assisting with the development of special plans or programming for individual children in your class?	88	47.1	82	43.9	14	7.5	3	1.6

Examination of Table 4 indicates strong support on the part of elementary teachers for more contact or time with the guidance consultant. It will also be noted that the majority of responses to questions three through six are in the positive category of Some-Much Help, with a particularly high percentage of response in that category for question three. Responses to questions seven, eight, and nine are divided almost equally between the categories of Some-Much Help and Little-No Help with a significant number of Don't Know responses to question eight.

Junior High Principal Questionnaire

Each of the three ESEA junior high school principals responded to the same set of questions asked of the elementary principals. The three principals indicated that their staffs had received services from the consultants in individual guidance. The frequencies and percentages of responses of the three principals will be found in Table 5. (See following page for Table 5)

TABLE 5

Frequencies and Percentages of Responses of Junior High Principals Evaluating the Individual Guidance Services (N = 3)

Question	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful? Yes / No / Don't Know / No Response: 3, 100%								
How helpful was the guidance consultant's service in:								
3. Assisting staff members to understand children's behavior?	3	100						
4. Planning useful steps in working with children?	3	100						
5. Channeling the children's efforts toward better achiement and behavior?	3	100						
6. Helping staff members feel more secure or comfortable in working with children?	3	100						
7. Facilitating communication with hard-to-reach parents?	3	100						
8. Securing helpful community services?	2	66.7	1	33.3				
9. Assisting with the development of special plans or programming for individual children?	3	100						

Table 5 reveals strong support for the degree to which the services of the guidance consultants were helpful to staff members. It is also evident, from the unanimous positive response, that more contact or time with the consultant would have been of help to the staffs of the three junior high schools.

Junior High Teacher Questionnaire

Of the 44 junior high school language development team teachers and teacher assistants for Language Development to whom questionnaires were sent, 43 (97.7%) responded to the same basic set of questions as did the junior high principals. Twenty (46.5%) of the 43 respondents indicated that they had received services from the consultant in individual guidance. The questions asked of, and the response patterns for, these 20 teachers are presented in Table 6.

TABLE 6

Frequencies and Percentages of Responses of Junior High Teachers Evaluating the Individual Guidance Services (N = 20)

Question	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful?						
Yes: 16 (80.0%) / No: 3 (15.0%) / Don't Know: / No Response: 1 (5.0%)						
How helpful was the guidance consultant's service in:						
3. Assisting you (or other staff members) to understand children's behavior?	15	75.0	4	20.0	1	5.0
4. Planning useful steps in working with children?	10	50.0	8	40.0	2	10.0
5. Channeling the children's efforts toward better achievement and behavior?	7	35.0	10	50.0	3	15.0
6. Helping you (or other staff members) feel more secure or comfortable in working with children?	5	25.0	13	65.0	2	10.0
7. Facilitating communication with hard-to-reach parents?	7	35.0	10	50.0	3	15.0
8. Securing helpful community services?	2	10.0	8	40.0	10	50.0
9. Assisting with the development of special plans or programming for individual children?	10	50.0	8	40.0	2	10.0

The data found in Table 6 again indicates that this group of junior high school teachers favorably supported the concept of providing more contact or time for the consultant to work in the schools. In addition, the majority of responding teachers found the individual guidance services to be Some-Much Help in the areas of helping to understand children's behavior, planning useful steps in working with children, and assisting with special plans or programming for individual students. The majority of responses to questions 5, 6, and 7 occur in

the Little-No help category, indicating a possible need for increased emphasis in these areas. The 50% Don't Know response to question 8, "Securing helpful community services," perhaps reflects the unawareness on the part of the teaching staff of this phase of the consultant's activities.

Junior High Counselor Questionnaire

Since the 15 counselors in the three ESEA junior high schools work closely with the guidance consultants, they were also asked to evaluate the helpfulness of these services using the same basic question format as that used for the junior high teachers. Fourteen (93.3%) of the 15 counselors responded in a positive fashion to the question of whether or not they had received individual guidance services. The frequencies and percentages of responses of these 14 counselors will be found in Table 7.

TABLE 7

Frequencies and Percentages of Responses of Junior High Counselors Evaluating the Individual Guidance Services (N = 14)

Questions	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful? Yes 10 71.4% No 4 28.6%								
How helpful was the guidance consultant's service in:								
3. Assisting you or others to understand children's behavior?	13	92.9	1	7.1				
4. Planning useful steps in working with children?	13	92.9	1	7.1				
5. Channeling the children's efforts toward better achievement and behavior?	12	85.7	1	7.1	1	7.1		
6. Helping you or others feel more secure or comfortable in working with the children?	9	64.3	5	35.7				
7. Facilitating communication with hard-to-reach parents?	14	100.0						
8. Securing helpful community services?	11	78.6			1	7.1	2	14.3
9. Assisting with the development of special plans or programming for individual children?	12	85.7	2	14.3				

It will be observed from Table 7 that 71.4% of the counselors felt that more consultant contact or time would have been helpful. It is also notable that, in each of the areas assessed, the counselors responses ranged from 64.3% to 100% in the Some-Much Help category. This heavy positive response is perhaps indicative of the close interactive role of the counselors and guidance consultants.

Parochial Principal Questionnaire

Principals of the seven parochial schools were also asked to evaluate the individual guidance services provided by the District under ESEA auspices. Six (85.7%) indicated that they had received individual guidance services, while one of the principals overlooked responding to any of the questions related to these services. Responses of the six principals are presented in Table 8.

TABLE 8

Frequencies and Percentages of Responses of Parochial School Principals Evaluating the Individual Guidance Services (N = 6)

Question	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Would more contact (or time) with the consultant have been helpful? Yes: 5 (83.3%); No: 0; Don't Know: 0; No Response: 1 (16.7%)								
How helpful was the guidance consultant's service in:								
3. Assisting staff members to understand children's behavior?	5	83.3	1	16.7				
4. Planning useful steps in working with children?	5	83.3	1	16.7				
5. Channeling the children's efforts toward better achievement and behavior?	5	83.3	1	16.7				
6. Helping staff members feel more secure or comfortable in working with children?	5	83.3	1	16.7				
7. Facilitating communication with hard-to-reach parents?	6	100.0						
8. Securing helpful community services?	6	100.0						
9. Assisting with the development of special plans or programming for individual children?	5	83.3	1	16.7				

It is evident from the responses in Table 8 that the parochial school principals found the services of the individual guidance consultant to be of valuable assistance to their staff members in working with children. It is again notable that these principals would consider more consultant time to be a helpful factor in their instructional and supportive services program.

Service Time Percentages

Time percentages for the eight general types of services provided by the guidance consultants at the elementary, junior high, and parochial school components of the ESEA project are outlined in Table 9.

TABLE 9

Percentages of Time Devoted to the Eight General Types of Services Provided by the Guidance Consultant

Type of Service	Percentage of Time
Individual Casework	40%
Group Guidance	10%
Parent Conferences	15%
Consultation with School Staff	15%
In-Service Training	5%
Report Writing	5%
Referrals/Agency Contacts	6%
Community Contacts	4%
Total	100%

It will be observed that 50% of the consultants' time was spent working directly with referred students, while 40% was spent in those areas representing indirect work with and/or about students. These are important observations for if social and emotional adjustment problems are to be dealt with effectively, there must be positive, direct relationships established with those youngsters experiencing difficulty as well as their parents and teachers.

Adequacy of the Level of Individual Guidance Services

A section of each of the elementary and junior high school staff questionnaires asked each respondent to indicate his or her opinion of the adequacy of the present level of individual guidance services. The results of the responses are presented in Table 10.

TABLE 10

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Level of Individual Guidance Services

Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Elementary Principals and Vice-Principals			5	33.3	10	66.7					15
2. Elementary Teachers	3	1.1	46	16.3	198	69.9	27	9.5	9	3.2	283
3. Junior High Principals			2	66.7	1	33.3					3
4. Junior High Teachers	4	9.3	9	20.9	24	55.8	5	11.6	1	2.3	43
5. Junior High Counselors			5	33.3	9	60.0			1	6.7	15
Total	7	1.9	67	18.7	242	67.4	32	8.9	11	3.1	359

Examination of Table 10 points out a general consensus as to the need for more individual guidance services. The one notable exception is the response pattern of the junior high school principals, two of whom indicated that the present level of service was adequate while the third indicated a need for more service. This variation on the part of junior high principals may be a reflection of the provision of a consultant on a three and one half day a week basis at each of the three junior high schools, while the elementary schools had consultant time on a one to four day a week basis depending upon the enrollment of the school.

SUMMARY AND RECOMMENDATIONS

ESEA augmentation of the services of the Department of Individual Guidance and Attendance at the elementary, junior high, and parochial target area schools has significantly reduced the guidance consultant-student ratios to a level facilitating:

1. The service of greater numbers of children having serious social, emotional, attendance, and concomitant learning problems;

2. Increased interaction between the guidance personnel and instructional staff;

3. A more intensive type of service than was heretofore possible.

Principals, teachers, and counselors who received services from the consultants indicated, with only minor exception, that the services provided were of considerable help in dealing with the educational problems facing socially and emotionally disturbed disadvantaged students.

Of particular note, is the 67.4% response of all ESEA principals, teachers, and counselors expressing the need for more individual guidance services than were provided during the 1966-67 academic year.

In view of the findings of this study, the following recommendations are offered for possible consideration:

1. That the present level of service at the elementary, junior high, and parochial schools be increased if finances permit.

2. That continued effort be made to involve the guidance consultants and instructional staff in a more interactive role to further enhance the comprehensive team approach being utilized in this program of compensatory education.

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EVALUATION OF PSYCHOLOGICAL EVALUATION SERVICES

INTRODUCTION

Continued augmentation of psychological diagnostic testing services was provided for the 1966-67 school year through the use of ESEA Title I funds. The rationale for expanding the level of professional psychological service was to facilitate increased psychological diagnosis of individual students' educational problems, as well as to provide relevant data on students' social and emotional adjustment for both the instructional staff and parents.

The psychologists, working in conjunction with the instructional and other supportive services staff, sought realization of the following objectives:

1. Aiding in the diagnosis of learning problems, particularly in the areas of reading and language development

2. Assisting in the evaluation of students demonstrating high potential

3. Sharing and interpreting relevant psychological test data with guidance consultants, counselors, teachers, students, parents (when requested), and administrators

4. Helping the individual child develop positive attitudes toward learning by suggesting techniques for remediation and/or amelioration

5. Interpreting individual students' learning problems to instructional and supportive services personnel

6. Assisting in the in-service training program for the instructional staff related to psychological problems affecting learning.

PROCEDURE

Program Description

A total of 5.3 full-time equivalent psychologists---1.2 provided by regular district funds and 4.1 funded by ESEA Title I---have provided diagnostic service in the eleven elementary and three junior high target area schools during the 1966-67 school year. Of the 4.1 positions funded by ESEA Title I, 1.8 were assigned to the eleven elementary schools and 2.3 provided service at the three junior high schools.

Prior to the inception of the ESEA program the psychologist-student ratio was approximately 1:8000, far from being sufficient. With the addition of the above-mentioned positions, the ratios of psychologist to students in the elementary and junior high target area schools were reduced to roughly 1:3000 and 1:1000 respectively. The 1:1000 ratio at the junior high schools represents a

desirable limit when dealing with disadvantaged youngsters, whereas the 1:3000 ratio at the elementary schools is a marked improvement over prior allocations, but is still somewhat short of ideal.

The augmented psychological staff at the elementary and junior high school levels provided an opportunity for the psychologists to work with greatly increased numbers of students, thereby providing special, individual diagnostic data on a number of students for whom such information was heretofore unavailable.

Each psychologist was assigned to work as an integral part of the instructional and supportive services team. Functioning in this manner, the psychologists were able not only to administer and write reports on individual reading, intelligence, personality, and other diagnostic tests, but also to work with staff members in interpreting the findings and providing specific recommendations for overcoming or circumventing students' educational, social, and emotional problems interfering with school performance.

Subjects

Under pre-ESEA provisions for testing children with particular learning difficulties and/or potential, only the most exceptional cases were reached due to the heavy demands and needs for these services. With the increased level of service provided by ESEA funding, the psychologists were able to provide diagnostic evaluation on students at or near the rate at which they were referred.

Table 1 indicates the service count figures for both the elementary and junior high school levels.

TABLE 1

Psychological Service Count for ESEA
Elementary and Junior High Schools

LEVEL	NUMBER OF STUDENTS SERVED
Elementary	685
Junior High	308
Total	993

When examining Table 1, it is important to keep in mind that the figures represent only those students contacted for whom official psychological reports were written. Additional numbers of youngsters were served on an "unofficial" basis as the psychologist worked at the school site with the students and the instructional and supportive services staff.

Evaluation Instruments

Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were designed to elicit reactions from staff members involved in the program and were completed during the latter part of April, 1967, by the administrative personnel, instructional staff members, and counselors of the 14 ESEA and ESEA-SB 28 schools. A section of each questionnaire, consisting of a series of questions related to the value of the psychological services, has been extracted for use herein as an evaluation device for these services.

The questions asked of elementary principals and vice principals and the junior high school principals were designed to determine the extent to which they perceived the psychological services being of help to their staffs. The questionnaires for elementary and junior high school principals, with response totals and percentages, will be found in Appendix I.

The questions asked of the elementary and junior high school teachers and junior high counselors were essentially the same as those asked of the elementary and junior high principals. However, the teachers and counselors were asked to indicate how helpful the psychological services had been to them individually. The questionnaires for the elementary and junior high school teachers and junior high counselors will be found in Appendix I.

Psychologist's Daily Log: Each ESEA assigned psychologist maintained a daily log in which was recorded the amount of time, in quarters of hours, devoted to the following activities:

I. Test Administration
II. Test Interpretation
III. Conferences
IV. Report Writing
V. Conducting In-service Meetings
VI. Data Gathering (Other than testing)
VII. Miscellaneous

The information included in these logs was summarized for both the elementary and junior high psychologists and is included in the FINDINGS section of this report.

Procedures for the Analysis of Data

Responses to questionnaires were tallied and totals obtained. Percentages were computed and reported in the analysis. The totals of the various responses, together with percentages, appear in the appendices.

Percentages of time devoted to the seven activities of the Psychologists' Daily Log were computed from the logs of both the elementary and junior high school psychologists.

FINDINGS

Elementary Principal and Vice Principal Questionnaire

Of the 16 elementary principals and vice principals, in the 11 ESEA and ESEA-SB 28 schools receiving augmented psychological services, 15 (93.8%) responded to the following questions related to ESEA psychological services:

1. Did you receive any services from the Research Department Psychological Evaluation Service? Yes ☐ No ☐

   Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

   How helpful has the Research Department Psychological Testing Service been to the staff:

2. In providing aid in the early diagnosis of learning problems?
3. In assisting in the evaluation of high and low potential students?
4. In assisting with the evaluation of social and educational adjustment of pupils?

Of the 15 respondents, 14 (93.3%) indicated that they had received Psychological services. Table 2, therefore, indicates the frequency and percentages of responses to each question as indicated by these 14 administrators. To facilitate a summarization of the full report of the results, the five original response categories have been condensed into categories of Some-Much Help, Little-No Help, and Don't Know.

TABLE 2

Frequencies and Percentages of Responses of Elementary Principals and Vice Principals Evaluating the Research Department Psychological Evaluation Services (N=14)

Question	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
2. Providing aid in the early diagnosis of learning problems?	14	100.0	-	-	-	-
3. Assisting in the evaluation of high and low potential students?	13	92.9	-	-	1	7.1
4. Assisting with the evaluation of social and educational adjustment of pupils?	9	64.3	3	21.4	2	14.3

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It will be observed from Table 2 that the elementary principals and vice principals receiving psychological evaluation services indicated strong support for the degree to which these services were of help.

Elementary Teacher Questionnaire

Of the 306 ESEA and ESEA-SB 28 elementary teachers, to whom questionnaires were sent, 283 (92.5%) responded to the following questions related to psychological services:

1. Did you receive any services from the Research Department Psychological Evaluation Service? Yes ☐ No ☐

Regardless of your response to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:

2. In providing aid in the early diagnosis of learning problems?

3. In assisting in the evaluation of high and low potential students?

4. In assisting with the evaluation of social and educational adjustment of pupils?

A total of 164 (57.9) of the 283 respondents indicated that they had received psychological services. The response frequencies and percentages of these 164 teachers are presented in Table 3. The five original response categories have again been condensed as described for the Elementary Principal Questionnaire.

TABLE 3

Frequencies and Percentages of Responses of Elementary Teachers Evaluating the Research Department Psychological Evaluation Services (N=164)

Question	Some-Much Help		Little-No Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%
2. Providing aid in the early diagnosis of learning problems?	123	75.0	36	22.0	3	1.8	2	1.2
3. Assisting in the evaluation of high and low potential students?	121	73.8	37	22.6	5	3.0	1	0.6
4. Assisting with the evaluation of social and educational adjustment of pupils?	98	59.8	58	35.4	8	4.9	-	-

Examination of Table 3 indicates that teachers who received service from the psychologists strongly supported the degree to which those services were of help to them.

Junior High Principal Questionnaire

Each of the three ESEA junior high school principals responded to the following questions related to psychological services:

1. Did your staff receive any services from the Research Department Psychologist? Yes ☐ No ☐

   Regardless of your response to the above, please respond to questions 2 to 4 below:

   How helpful have the following Research Department Psychological Testing Services been to teachers in:

2. Consulting with teachers to interpret data obtained from psychological testing?

3. Interpreting individual students' learning problems?

4. Providing in-service training on psychological problems related to learning?

All three of the junior high school principals indicated that the staff had received psychological services. The frequencies and percentages of responses of the three principals are presented in Table 4.

TABLE 4

Frequencies and Percentages of Responses of Junior High School Principals Evaluating the Research Department Psychological Evaluation Services (N=3)

Question	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
2. Consulting with teachers to interpret data obtained from psychological testing?	3 3	100.0 100.0	- -	- -	- -	- -
3. Interpreting individual students' learning problems?	3	100.0	-	-	-	-
4. Providing in-service training on psychological problems related to learning?	3	100.0	-	-	-	-

It will be noted from Table 4 that all responses occur within the Some-Much Help category, thereby providing strong support for the value of these services.

Junior High Teacher Questionnaire

Of the 44 junior high school language development team teachers and Teacher Assistants for Language Development to whom questionnaires were sent, 43 (97.7%) responded to the following questions related to ESEA psychological services:

1. Did you receive any services from the Research Department Psychologist? Yes ☐ No ☐

   Regardless of whether you responded Yes or No, please respond to questions 2 to 4 below:

   How helpful have the following Research Department Psychological Testing Services been to teachers in:

2. Consulting with teachers to interpret data obtained from psychological testing?

3. Interpreting individual students' learning problems?

4. Providing in-service training on psychological problems related to learning?

Twenty-eight (65.1%) of the 43 respondents indicated that they had received service from the psychologist. The frequencies and percentages of these 28 respondents are found in Table 5.

TABLE 5

Frequencies and Percentages of Responses of Junior High School Teachers Evaluating the Research Department Psychological Evaluation Services (N=28)

Question	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
2. Consulting with teachers to interpret data obtained from psychological testing?	24	85.7	4	14.3	-	-
3. Interpreting individual students' learning problems?	23	82.1	3	10.7	2	7.2
4. Providing in-service training on psychological problems related to learning?	13	46.4	13	46.4	2	7.2

Examination of Table 5 indicates that teachers considered the assistance of the psychologist to be of considerable help, particularly in the areas of interpreting psychological testing data and interpreting students' learning problems. The efforts of the psychologists to provide "in-service training on psychological problems related to learning" were less favorably rated, with the responses being equally divided between the categories Some-Much Help and Little-No Help.

Junior High Counselor Questionnaire

Each of the 15 ESEA junior high school counselors responded to the same set of questions related to psychological services as did the junior high school teachers. Since all 15 counselors indicated that they had received service from the psychologist, their frequencies and percentages of responses are presented in Table 6.

TABLE 6

Frequencies and Percentages of Responses of Junior High School Counselors Evaluating the Research Department Psychological Evaluation Services (N=15)

Question	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
2. Consulting with you to interpret data obtained from psychological testing?	14	93.3	1	6.7	-	-
3. Interpreting individual students' learning problems?	14	93.3	1	6.7	-	-
4. Providing in-service training on psychological problems related to learning?	14	93.3	1	6.7	-	-

The data in Table 6 shows that the junior high school counselors found the services of the psychologists to be of considerable help to them in their work with students.

Psychologist's Daily Log

Time percentages for the seven activities included in the Psychologist's Daily Log are presented in Table 7, and include a breakdown for both the elementary and junior high school psychologists.

TABLE 7

Percentage of Time Spent by Elementary and Junior High Psychologists for Each of the Seven Activities Included in the Psychologist's Daily Log

Activity	Percentage of Time Devoted	
	Elementary	Junior High
I. Test Administration	61.6	34.1
II. Test Interpretation	3.1	5.0
III. Conferences	10.6	26.2
IV. Report Writing	19.0	19.5
V. In-Service Meetings	.7	1.2
VI. Data Gathering (Other than testing)	2.8	7.2
VII. Miscellaneous	2.2	6.8
Total	100.0	100.0

An examination of Table 7 illustrates some basic differences in the work pattern of the elementary and junior high psychologists. It will be noted particularly that the percentage of time for "Test Administration" is considerably greater for the elementary group. This fact is to be expected, inasmuch as the elementary school youngsters generally lack the history of test results accumulated by junior high school students.

Also of particular note are the percentages of time devoted to test interpretation and conferences with administrators, teachers, students, etc., for the two groups. It is apparent that the full-time, on-site psychologist at the junior high school had greater opportunity to establish an interactive role with students, teachers, and administrators.

Adequacy of the Level of Psychological Services

A section of each of the staff questionnaires asked each respondent to indicate his or her opinion of the present level of psychological testing services. The results of the responses are presented in Table 8.

TABLE 8

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Level of Psychological Testing Services

Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Elementary Principals and Vice Principals	-	-	11	73.3	4	26.7	-	-	-	-	15
2. Elementary Teachers	2	0.7	84	29.7	141	49.8	48	17.0	8	2.8	283
3. Junior High Principals	3	100.0	-	-	-	-	-	-	-	-	3
4. Junior High Teachers	6	13.9	12	27.9	19	44.2	5	11.6	1	2.3	43
5. Junior High Counselors	1	6.7	9	60.0	4	26.7	-	-	1	6.7	15
Total	12	3.3	116	32.3	168	46.8	53	14.8	10	2.8	359

An examination of Table 8 points out some differences in the nature of the responses of the five groups which should be noted. It will be observed that nearly half (49.8%) of the elementary teachers felt that more psychological services were needed, whereas the elementary principals generally considered the present level of service to be adequate. Similarly, a plurality of junior high teachers felt that more psychological services were needed, while all of the junior high principals felt that the level of service was more than adequate and could be reduced.

Also of particular note is the difference in the manner in which the elementary and junior high school principals responded to the adequacy of service. The majority of the elementary principals considered the present level of service to be adequate, while all of the junior high principals felt that the level of service could be reduced. This variation in the responses of the elementary and junior high principals may well be a reflection of the provision of a full time psychologist at each of the junior high schools, while the elementary schools had psychologists on a one to three days a week basis depending upon the enrollment of the school.

SUMMARY AND RECOMMENDATIONS

ESEA augmentation of psychological evaluation services at both the elementary and junior high target area schools has significantly reduced the psychologist-student ratio to a level whereby greater numbers of disadvantaged children having social, emotional, and educational problems have been served than was possible under pre-ESEA provisions for these services.

At both the elementary and junior high school levels, principals, teachers, and counselors indicated quite strongly that the service provided by the psychologists was of considerable help to them in their educational endeavors with children.

Reactions of principals and teachers to the adequacy of the present level of psychological services were varied. Teachers at both the elementary and junior high levels generally expressed a desire for more of these services, while the elementary principals felt that the present level was adequate, and the junior high principals felt that less service was needed.

In view of the results of this study, the following recommendations are offered for consideration:

1. That the present level of service be maintained at the elementary schools

2. That the level of service be somewhat reduced at the junior high schools

3. That continued effort be made to involve the psychologists and instructional staff more intimately in the comprehensive team approach to overcoming the learning problems of disadvantaged youngsters.

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WRM:ej
7-25-67

EVALUATION OF LIBRARY AND INSTRUCTIONAL MEDIA SERVICES

INTRODUCTION

Supportive and auxiliary services were included as part of the Oakland Public Schools ESEA Program of Compensatory Education for the 1966-67 school year. These services were designed to supplement the remedial and corrective programs initiated to meet the need of students attending schools serving disadvantaged neighborhoods. The expanded library program was one part of these supportive and auxiliary services.

The major emphasis of the expanded services of the libraries at the ESEA junior high and elementary schools was placed upon the stimulation of increased interest in reading and literature and provision of additional information, guidance and assistance to both teachers and students. Additional personnel at the elementary level were responsible for relieving the classroom teachers of the duties of library administration and also for increasing overall utilization of the library itself, as well as stimulating an increase in the circulation of library books. Additional personnel at the junior high levels were responsible for the maintenance of "media centers" and coordinating their services with the language and reading programs.

Three junior high schools and eleven elementary schools were recipients of these expanded services which served a total school population of approximately 9640 students, 2723 at the junior high level and 7917 at the elementary level.

PROCEDURE

Program Description - Elementary

Eight and one half professional library positions were made available within the elementary schools serving disadvantaged neighborhoods. As a result, six elementary schools received the services of a professional librarian five days per week, while five elementary schools received the services of a professional librarian two and one half days per week.

Librarians scheduled weekly class visits for all grades, kindergarten through grade six, and also made provisions for individual or small group reference work. During these scheduled class visits, the librarians provided for library instruction, read stories, taught library skills and helped teachers develop activities to be carried on in the classrooms. They also provided special presentations in classrooms, worked with teachers to provide high interest material to students, presented new materials at faculty meetings, maintained displays in the libraries and initiated orders for library books and other materials. In addition, some also conducted or supervised book clubs and related activity groups after school as well as being available for consultation with teachers on curriculum resource materials and making the library available for book circulation and student attendance before and after school. In one school class visits were not scheduled. Library facilities were made available for student use throughout the day whenever class work and procedure made such voluntary utilization feasible.

Each of the six full-time librarians and four of the half-time librarians were provided the assistance of one non-professional person designated as a library aide. Although all library aides were not assigned at the beginning of the year, assignments made throughout the year resulted in all ten librarians having the assistance of an aide by the close of the 1966-67 school year. These ten library aides provided assistance in the libraries for three hours each day five days per week.

One library specialist, designated as an Instructional Media Specialist, (IMS) was added to the audio-visual department in April, 1967, and worked primarily with elementary schools. The duties of this specialist included coordinating the selections of audio-visual materials for ESEA elementary and secondary schools, cataloging materials, and providing consultant service in the use of audio-visual materials in all ESEA schools.

Program Description - Junior High

As a result of expanded services at the junior high level, one professional library specialist, designated as an Instructional Media Specialist (IMS), was added to the library staff at each junior high school. To provide for more comprehensive and enriched facilities and service, a "media center," consisting of additional visual and listening materials and equipment, was developed in each of the school libraries, supplementing such equipment and material already in existence at each school site.

The Instructional Media Specialist, working in conjunction with the language department and the library, coordinated all library materials with the language development program. He was also responsible for the selection and maintenance of the audio-visual equipment and materials in the "media center," as well as being available for emergency problems arising from teacher use of audio-visual equipment. In addition, the Instructional Media Specialist provided special programs and presentations to classes, supervised students within the library, selected materials relating to particular curriculum needs for teachers in all departments, devised and developed new audio-visual aides for students and teachers, and previewed new audio-visual materials for the "media centers."

Audio-visual equipment in the "centers" included opaque projectors, movie projectors, overhead projectors, record players, listening devices, slide projectors, film strip projectors, tape recorders, microphones and projection screens. Picture files prepared for student and teacher use were also made available, as well as additional books, magazines and circulars. Each school was also equipped with separate study corrals for individual student visual and audio utilization.

One non-professional person, designated as a library aide, was employed in the library at each of two junior high schools, providing assistance to the Instructional Media Specialist at that school site one and one half hours per day five days a week.

Evaluation Instruments

Staff Questionnaires: Staff questionnaires relating to the activities and services of the various components of the ESEA project were distributed in April,

1967, to staff members in each of the eleven elementary schools involved in the ESEA program. These questionnaires provided principals and teachers an opportunity to evaluate the effectiveness of the ESEA services offered.

Questions in the Principal Questionnaire were so worded as to enable each principal to evaluate the effectiveness of the services to his staff. A copy of the Principal Questionnaire with frequency totals and percentages is included as Appendix I-D.

Questions in the Elementary Teacher Questionnaire were essentially the same as those in the Elementary Principal Questionnaire. The wording was changed slightly to enable teachers to evaluate the effectiveness of the services individually. For purposes of analysis, these questionnaires were grouped into the following two categories: Kindergarten Teachers and Teachers of Grades 1 through 6.

Copies of the Elementary Teacher Questionnaire with frequency totals and percentages grouped into these two categories are included as Appendix I-D.

Questionnaires were also submitted to each ESEA junior high school principal and to each member of the Junior High Language Development Team. These questionnaires pertained to activities and services of the ESEA program and the questionnaires offered the junior high personnel an opportunity to evaluate the services of the program.

Contents of both the Junior High Principal Questionnaire and the Junior High Teacher Questionnaire were the same, but slight changes were made in the wording of questions.

Copies of the Junior High Principal Questionnaire and the Junior High Teacher Questionnaire with frequency totals and percentages are included in Appendix I-D.

Library Circulation Records: Six ESEA elementary schools recorded the approximate daily circulation of library books for one week each of the months of February, March, April, and May, providing a sample of the circulation for a four-month period. Three non-ESEA elementary schools, with student populations similar to those of the six ESEA elementary schools, recorded identical data for the same period of time.

Three of the six ESEA elementary schools received the services of a professional librarian five days per week, while the other three received the services of a professional librarian two and one half days per week. The three non-ESEA elementary schools did not receive the services of a professional librarian.

A copy of the Library Circulation form is included as Appendix II-B.

Daily Professional Contact and Service Record

To provide a sample pattern of their daily professional contacts and activities, Instructional Media Specialists kept daily records of contacts with students and teachers for one week each during February, March and April. Records were also kept for services provided to students and teachers as well as the use of the equipment in the Media Centers.

A copy of the IMS Record form of Daily Professional Contacts and Services is included in Appendix II-B.

Procedures for Analysis of Data

Staff Questionnaires: Responses in five areas pertaining to services of the professional librarian assigned to each ESEA elementary school were tallied from each Elementary Principal Questionnaire and each Elementary Teacher Questionnaire. Responses in each area were analyzed according to the four rating

categories: No Help, Little Help, Some Help, or Much Help. All responses by principals and staff members were totaled and such totals with their percentages appear in the FINDINGS.

Responses in five areas pertaining to services of the Instructional Media Specialist in the development of the reading and language program in each ESEA junior high school were tallied from each Junior High Principal Questionnaire and each Junior High Teacher Questionnaire for each teacher of the Language Development Team. Responses in each category were analyzed according to the four rating categories of: No Help, Little Help, Some Help, and Much Help. All responses by principals and members of the Language Development Team were totaled and such totals with their percentages appear in the FINDINGS.

Responses to one item pertaining to the adequacy of the level of librarian or IMS services were tallied from each Elementary and Junior High Principal Questionnaire and each Elementary and Junior High Teacher Questionnaire. Responses were analyzed according to the three rating categories: Less Services Needed, Present Services Adequate or More Services Needed. All responses by principals and staff members were totaled and such totals with their percentages appear in the FINDINGS.

Elementary Library Circulation Records: Circulation data were divided into three categories, ESEA schools with a professional librarian assigned five days per week, ESEA schools with a professional librarian assigned two and one half days per week, and non-ESEA schools with no professional librarians assigned. Daily circulation figures for one week of February, March, April, and May, grouped into the three categories, and an estimated average circulation of books per pupil in each of the categories, appear in the FINDINGS.

Junior High Daily Professional Contact and Service Form:

Because recorded data and methods of procedure for reporting data were consistent by all three Instructional Media Specialists for only one complete week in one month, only that week of recorded data was analyzed.

The recorded data for this one week was analyzed in terms of professional contacts by the IMS with students and teachers, services rendered to students and teachers and the frequency with which materials in the Media Centers were utilized. Professional contacts were analyzed according to the number and type, and materials usage was analyzed as to frequency and type.

Totals and percentages of professional contacts by department, and totals of services and equipment by type and frequency of use appear in the FINDINGS.

FINDINGS

Elementary Principal Questionnaires

Fifteen principals and vice principals responded to the five items of the Elementary Principal Questionnaires pertaining to services of the professional librarians. Table 1 indicates their evaluation of these services.

TABLE 1

Responses and Percentages of Elementary School Principals Evaluating Services of the Professional Librarian (N = 15)

Services	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Increasing student use of the library					3	20.0	12	80.0				
2. Increasing availability of library for individual group and class use					2	13.0	13	86.0				
3. Acting as Individual Reading Advisor to Students					7	46.0	8	53.0				
4. Providing teacher help in Knowledge of Resources			1	6.0	5	33.0	9	60.0				
5. Providing activities to stimulate student interest					4	26.0	10	66.0	1	6.0		

Responses of the principals and vice principals to each area of service indicate that 90 to 100% felt that the service provided by the professional librarian, whether full or part time, had been of assistance to their staff. In three areas of service 100% of the principals and vice principals indicated services of the professional librarian had been of some or much help. In only one area of service was there any indication of services being of little help, and only one response was reflected in this category.

The fifteen elementary school principals and vice principals responded to one item concerning the level of services of the professional librarian. This item with principals' responses and percentages is shown below:

Less Services Needed	Present Services Adequate	More Services Needed
0 (0.0%)	10 (66.7%)	5 (33.3%)

While two thirds or 66% of the principals indicated present services were adequate, one third or 33% felt that more services were needed.

Elementary Teacher Questionnaires

Table 2 presents the evaluation of five areas of service of the professional librarian by 25 kindergarten teachers.

TABLE 2

Responses and Percentages of Kindergarten Teachers Evaluating Services of the Professional Librarian (N = 25)

Services	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Increasing student use of the library			1	4.0	3	12.0	15	60.0	5	20.0	1	4.0
2. Increasing availability of library for individual group and class use	1	4.0			3	12.0	18	72.0	2	8.0	1	4.0
3. Acting as Individual Reading Advisor to students	6	24.0	1	4.0	5	20.0	4	16.0	7	28.0	2	8.0
4. Providing teacher help in Knowledge of Resources	1	4.0	3	12.0	4	16.0	14	56.0	2	8.0	1	4.0
5. Providing activities to stimulate student interest	1	4.0	1	4.0	6	24.0	16	64.0			1	4.0

Responses in Table 2 indicate that kindergarten teachers felt the librarian provided the greatest amount of service in the two areas: Increasing the Availability of the Library for Classroom Use and Providing Activities to Stimulate Student Interest. The service which ranked lowest in the opinion of most kindergarten teachers was that of the librarian assisting as an individual reading advisor to their students. Low percentages in this area of service should be attributed to kindergarten teachers' infrequent need for this type of service. In all other areas of service, 72 to 88% of the kindergarten teachers felt that the professional librarian had been of some or much help.

Table 3 presents the responses of 283 elementary teachers in grades 1 to 6 reflecting their evaluation of the services of the professional librarian.

TABLE 3

Responses and Percentages of Teachers in Grades 1 to 6 Evaluating Services of the Professional Librarian (N = 283)

Services	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Increasing student use of the library	1	0.4	4	1.4	61	21.6	208	73.5	6	2.1	3	1.1
2. Increasing availability of library for individual group and class use	4	1.4	8	2.8	57	20.1	207	73.1	4	1.4	3	1.1
3. Acting as an Individual Reading Advisor to students	17	6.0	36	12.7	80	28.3	135	47.7	12	4.2	7	2.5
4. Providing teacher help in Knowledge of Resources	5	1.8	19	6.7	96	33.9	156	55.1	3	1.1	4	1.4
5. Providing activities to stimulate student interest	6	2.1	13	4.6	76	26.8	181	63.9	5	1.8	2	0.7

The elementary teachers' responses in Table 3 reflect a definite positive reaction to all areas of service of the professional librarian. In all areas of service but one, 89% or more of the teachers indicated that the librarian had been of some or much assistance to them. Responses of the elementary teachers indicate that they felt the greatest service was in the two areas of increasing the availability of the library for individual, group and class use, and increasing student use of the library. The 283 elementary teachers responded to the following item in the questionnaire concerning the level of services of the Professional Librarian:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of the Professional Librarian.

Responses and percentages of the 283 elementary teachers are indicated below:

Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
4 (1.4%)	186 (65.7%)	83 (29.3%)	6 (2.1%)	4 (1.4%)

Although 186 or 66% felt that the present level of services was adequate, 83 or 29% felt that the level of services should be increased. Ten teachers or 3% offered no opinion or failed to respond to this item, while 4 or 1% felt that less services were needed in this area.

Elementary Circulation Records

Table 4 indicates the daily circulation of library books in three ESEA elementary schools with professional librarians assigned two and one half days per week.

TABLE 4

Estimated Daily Library Book Circulation Rates for One Week of February, March, April, and May in Three Schools with Professional Librarians Assigned Two and One Half Days per Week

Month	Number of Books Circulated					Total Number Books Circulated
	Monday	Tuesday	Wednesday	Thursday	Friday	
February (1 week)	235	163		170	129	697
March (1 week)	295	265	351	243	191	1345
April (1 week)	358	427	429	334	234	1782
May (1 week)	319	456	418	341	167	1701
TOTAL	1207	1311	1198	1088	721	5525

Table 5 indicates the daily circulation of library books in three ESEA elementary schools with professional librarians assigned five days per week.

TABLE 5

Estimated Daily Library Book Circulation Rates for One Week of February, March, April, and May in Three Schools with Professional Librarians Assigned Five Days per Week

Month	Number of Books Circulated					Total
	Monday	Tuesday	Wednesday	Thursday	Friday	
February* (1 week)	347	435	HOLIDAY	361	342	1485
March (1 week)	447	511	630	582	524	2684
April	519	463	588	541	519	2630
May	549	621	582	485	624	2861
TOTAL	1862	2030	1790	1969	2009	9660

*Circulation data available for only two schools during February.

Circulation data for one school was not available during the month of February, therefore the total daily circulation for only two schools is reflected in Table 5 for the one week of February.

Although data from one school with full-time services of a librarian was unavailable for the one week of February, the total circulation tendencies in schools with a professional librarian assigned five days per week reflect an increase in the rate of circulation of library books over those schools with librarians assigned two and one half days per week. The data indicated in Tables 4 and 5 are not exact, but are close approximations kept by librarians at each school site. Maintaining exact records by librarians was not feasible without detracting from the major objective of providing service to students and teachers.

Three non-ESEA elementary schools were initially selected to record data pertaining to library book circulation. However, because of seeming discrepancies in the data provided by one of these schools Table 6 indicates the daily circulation of library books for only two of these non-ESEA elementary schools with comparable student bodies but without the services of a professional librarian.

TABLE 6

Estimated Daily Library Book Circulation Rates for One Week of February, March, April, and May in Two Schools With No Professional Librarian Assigned

Month	Number of Books Circulated					Total
	Monday	Tuesday	Wednesday	Thursday	Friday	
February	139	246		182	225	792
March	148	212	194	126	111	791
April	156	153	225	181	166	881
May	145	178	179	52	198	752
TOTAL	588	789	598	541	700	3216

Because of the marked difference in the apparent circulation rates of the one non-ESEA elementary school, it was felt that a valid comparison could not be made of the circulation rates of library books between the ESEA elementary schools with full and part-time librarians and the non-ESEA elementary schools with no professional librarians.

Using a simple formula of books divided by total enrollment, Table 7 reflects the approximate average number of books per child in eight elementary schools, three with the services of a professional librarian five days per week, three schools with a professional librarian two and one half days per week and two schools without the services of a professional librarian.

TABLE 7

Average Number of Books per Child for Four Weeks (One Week Each of February, March, April and May) Derived from the Estimated Circulation Divided by the Enrollment

Weekly Service from Professional Librarian	School Enrollment	Circulation Rate	Average Number of Books Per Child
(2 schools) No Librarian	1228	3216	2.62
(3 schools) Librarian 2½ days	1498	5525	3.69
(3 schools) Librarian 5 days	1640	9660	5.89

Table 7 indicates that the highest average number of books per child in the study schools was found in the schools that had the services of a professional librarian five days per week.

Junior High Principal Questionnaires

All three junior high school principals responded to five items relating to services of the Instructional Media Specialist. Table 8 indicates their responses with percentages to those five items.

TABLE 8

Responses and Percentages of Junior High Principals Evaluating Services of the IMS in the Development of the Reading and Language Program (N = 3)

Services	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Coordinating materials with the language and reading program					1	33.3	2	66.7				
2. Fostering the development of innovative instructional aids for use in classroom			1	33.3			2	66.7				
3. Coordinating and supervising special audio visual presentations							3	100.0				
4. Securing new materials which illustrate contributions of minority groups					1	33.3	2	66.7				
5. Expanding the Library Program in terms of availability for use			1	33.3			2	66.7				

In only three areas of service were the principals unanimous in their evaluation of the value of services of the IMS, and in these three areas all felt that the services had been of much or some value to the staff.

The three junior high principals responded to one item in the Principal Questionnaire concerning the level of services of the Instructional Media Specialist. Indicated below is the item and the responses and percentages of the principals:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of the Instructional Media Specialist.

Less Services Needed	Present Services Adequate	More Services Needed
0 (0.0%)	3 (100.0%)	0 (0.0%)

Junior High Teacher Questionnaires

Forty-three junior high Language Development Team teachers responded to five questions relating to services of the Instructional Media Specialist. Table 9 indicates the responses and percentages of these teachers to the five questions.

TABLE 9

Responses and Percentages of Language Development Team Members Evaluating Services of the IMS in the Development of the Reading and Language Program (N = 43)

	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Coordinating materials with the language and reading program	3	6.9	3	6.9	18	41.9	15	34.9	4	9.3		
2. Fostering the development of innovative instructional aids for use in classroom	1	2.3	8	18.6	15	34.9	13	30.2	6	13.9		
3. Coordinating and supervising special audio visual presentations	4	9.3	3	6.9	10	23.3	19	44.2	7	16.3		
4. Securing new materials which illustrate contributions of minority groups	1	2.3	5	11.6	10	23.3	21	48.8	6	13.9		
5. Expanding the library program in terms of availability for use	1	2.3	2	4.7	8	18.6	24	55.8	8	18.6		

Table 9 indicates that 65% of the 43 junior high teachers responding felt that the IMS had been of some or much help in all five areas of service. Approximately 75% felt that the greatest service had been in coordinating materials with the language and reading programs and expanding the library program in terms of availability for use.

Thirty-nine of the junior high teachers responded to the item concerning the level of services of the IMS:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of the Instructional Media Specialist.

Less Services Needed	Present Services Adequate	More Services Needed
2 (4.7%)	24 (55.8%)	13 (30.2%)

Four teachers or approximately 9% indicated no opinion or failed to respond to this item. Although a little more than half the teachers felt that present services were adequate, 30% felt that more services were needed. Only two or approximately 5% felt that services should be decreased.

Three Instructional Media Specialists maintained records of professional contacts with students and teachers for one week of February, one week of March, and one week of April. Since methods of recording data were consistent among the three IMS's for only one week in April, Table 10 reflects only those contacts made during the one week.

TABLE 10

Total Number of Student and Teacher Contacts by Class or Department Made by IMS During One Week in April, 1967

Contacts	Class or Department with Which Contact Was Associated															Total Professional Contacts
	English	Social Studies	Physical Science	Art	Music	Industrial Arts	Homemaking	Physical Education	Mathematics	Foreign Language	Special Education	Shop	Speech	ESEA Assembly	No Designation	
Students	201 11.2	45 2.5	103 5.7	18 1.0	0 0.0	2 0.1	4 0.2	0 0.0	0 0.0	14 0.7	44 2.5	15 0.8	8 0.4	640 35.6	690 38.4	1795
Teachers	75 51.0	16 10.9	2 1.4	1 0.7	1 0.7	1 0.7	1 0.7	1 0.7	3 2.0	3 2.0	3 2.0	1 0.7	0 0.0	0 0.0	39 26.5	147
Total	276 14.2	61 3.1	105 5.4	19 1.0	1 0.1	3 0.1	5 0.2	1 0.01	3 0.1	17 0.9	47 2.4	16 0.8	8 0.4	640 32.9	729 37.5	1942

The entry with 640 students indicated under ESEA Assembly pertains to one program involving approximately the total student body in one school. The 690 students indicated under the category, No Designation, pertains to students who the Instructional Media Specialists were unable to identify readily in relation to the classes they came from at the time the contact was made.

Table 11 indicates the services which the Instructional Media Specialist provided which resulted in the professional contacts reflected in Table 10.

TABLE 11
Total Number and Frequency of Services Provided by IMS During One Week of April, 1967

Services	Times per Week
1. Supervision	58
2. Provision of Equipment	52
3. Provision of Instructional Aids	48
4. Instruction	39
5. Selection of Materials	24
6. Special Programs	21
7. Visual Presentations	13
8. Help with Books	4
9. Setting up Equipment	4
10. Tutoring	4
11. Conferences	3
12. Preparation of Displays	2
13. Crafts Club	1
14. Film Service	1
15. Preparation of Materials	1
16. Production of Tape	1
17. Telephone Service	1
Total	277

Table 11 indicates Supervision of Students and Provision of Materials as the two services provided the greatest number of times during the one week in April. The Instructional Media Specialists supervised individual groups or classes of students 58 times during the week and provided equipment to students and teachers 52 times.

Table 12 indicates the frequency with which equipment was used from the Media Centers in the three schools during the one week in April, 1967.

TABLE 12

Total Number and Frequency of Use of Equipment from Three Media Centers During One Week of April, 1967

Equipment	Number of Times Used
1. Film Projector	46
2. Film Strip Projector	42
3. Tape Recorder	35
4. Record Player	24
5. Television	6
6. Overhead Projector	3
7. Camera	2
8. P. A. System	1
Total	159

Table 13 indicates the total number of audio-visual materials used from the three Media Centers during the one week in April, 1967.

TABLE 13

Total Number of Materials Used from Three Media Centers During One Week of April, 1967

Materials	Number
1. Film Strip	114
2. Records	59
3. Tape	48
4. Film	35
5. Maps and Charts	5
6. Slides (set)	1
Total	262

SUMMARY AND CONCLUSIONS

The analysis of the data from the elementary staff questionnaires indicates that both principals and teachers were distinctly positive in their reactions to questions relating to the assistance and service resulting from the presence of professional librarians at the school sites. Whether full time for five days per week or part time for two and one half days per week, principals and teachers indicated unanimously that the professional librarian was a contributing factor to increasing student use of the library as well as providing valuable assistance to staff members.

Analysis of the elementary circulation data indicates that the professional librarian at the school site may have been one of the factors contributing to increased circulation of library books among students. It must be pointed out that data relating to circulation rates were approximate and only for one week of each of four months. Such recorded data appear to reflect a relationship between circulation rates and the amount of library service provided.

A definite positive reaction was also reflected in relation to the services of the IMS at the junior high level. The analysis of data indicates that 65% to 100% of the principals and teachers felt that the IMS had been of assistance in all five areas of service designated in the questionnaires, although about one third of the teachers still felt that the level of services could be increased. The analysis also indicated assistance and service by the IMS was provided to students and teachers in all departments and not confined to any one department or class at the school site. Also there was an indication that the Media Centers are being utilized extensively if data relating to the use of equipment and materials, recorded during one sample week, can be considered typical of the rest of the school year.

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FMM:bc
7/29/67

EVALUATION OF NURSING SERVICES

INTRODUCTION

Augmented nursing services at both the elementary and secondary schools comprised one element of the supportive and auxiliary services of Oakland's ESEA Compensatory Education Program. Such expanded services, providing for more adequate health services and diagnostic care, afforded one means of improving the health status of target area students. The implementation of programs of increased parent involvement and health education and the intensification of programs of visual and auditory screening and follow-up was intended to place emphasis on preventive health measures and provide parents with an awareness of health service resources available within the community.

PROCEDURE

Program Description

Eleven ESEA elementary schools were involved in the total ESEA Program of Compensatory Education. However, only nine were directly related to the ESEA program relative to the expanded nursing services because two of the ESEA schools were currently involved in another federally funded study of school nursing services.

Three of the nine ESEA elementary schools received the services of a professional nurse five days per week, and four received the service four days per week. One school received the service of a professional nurse three and one half days per week, while one other received service for two days per week.

Special activities of the nurses, in addition to the regular nursing services, included participation in various health instruction programs, parent dental programs, adolescent development programs, parent study groups, student study groups, teachers' meetings and PTA meetings. The areas of participation and the number of programs in each area for participation varied from school to school.

Three junior high schools received the services of a professional nurse daily five days per week. In addition to duties directly related to the nursing program, nurses were responsible for intensifying programs for visual and auditory screening, for screening of students for reduced or free lunch programs, for developing programs to increase parent involvement and for providing parent education for healthful family living.

Four persons were employed as nurse assistants in four of the nine elementary schools having the highest individual student enrollments. Three of these assistants provided nurses at three school sites with assistance daily one half day of each week. One other nurse assistant provided assistance at one school site five days per week.

Nurse assistants worked in the elementary schools under the supervision of the school nurse and the direction of the school principal. Variations in the prescribed duties of the assistants were dependent upon the service which was required at each individual school site. The assistance provided enabled the school nurse to devote more time to performing a comprehensive community service to school age children and their families.

Three nurse assistants were employed to assist the school nurse with daily assistance in each of the three junior high schools. They provided the junior high school nurse with a release from numerous clerical duties and routine tasks and enabled her to provide more intensive care for students, devote more time for counseling parents, and to participate more fully in community health activities.

One professional nurse designated as Nurse on Special Assignment for ESEA Nursing Projects was employed to work with all nurses in the target schools. This nurse coordinated and supervised all activities of the nurses and was responsible for the training of all nurse assistants. In addition, she acted as a liason with the County Health Department as an advisor on technical nursing matters and coordinated an on-going program of in-service activities.

Evaluation Instruments

Staff Questionnaires: Staff questionnaires relating to the activities and services of the various components of the ESEA project were distributed in April, 1967, to staff members in each of the eleven elementary schools involved in the ESEA program. These questionnaires provided principals and teachers an opportunity to evaluate the effectiveness of the ESEA services offered.

Questions in the Principal Questionnaire were so worded as to enable each principal to evaluate the effectiveness of the services to his staff. A copy of the Principal Questionnaire with response totals and percentages is included as Appendix I-D.

Questions in the Elementary Teacher Questionnaire were essentially the same as those included in the Elementary Principal Questionnaire. The wording was changed slightly to enable teachers to evaluate the effectiveness of the services to them individually. For purposes of analysis, these questionnaires were grouped into the following categories: Kindergarten Teachers, and Teachers of Grades one to six.

Copies of the Elementary Teacher Questionnaire, with response totals and percentages grouped into these two categories, are included as Appendix I-D.

Questionnaires were also submitted to each ESEA junior high school principal, to each ESEA junior high school counselor, and to each member of the Junior High Language Development Team. These questionnaires pertained to activities and services of the ESEA program and the questionnaires offered junior high personnel an opportunity to evaluate the services of the program.

Contents of both the Junior High Principal Questionnaire and the Junior High Teacher Questionnaire were the same, but slight changes were made in the wording of questions to obtain responses from principals in terms of services to the staff and responses from teachers in terms of the effectiveness of services to them individually.

Copies of the Junior High Principal Questionnaire, Junior High Counselor Questionnaire, and the Junior High Teacher Questionnaire, with response totals and percentages, are included in Appendix I-D and II-B.

Nurses' Daily Reports of Selected Medical and Dental Activities: Nine ESEA elementary nurse assistants recorded and submitted data related to health activities during the months of February, March, April and May, 1967. Three junior high nurses and nurse assistants recorded identical data for the same period of time. A copy of the Medical and Dental Record Form is included as Appendix II-B.

Annual Reports: Annual reports data pertaining to screening activities and pupil contacts by each of the nine elementary nurses and nurse assistants and the three junior high nurses, at the end of the school year, was made available to the Research Department.

Procedures for Analysis of Data

Staff Questionnaires: Responses in five areas pertaining to the professional nurse and the program of health services were tallied from each elementary and junior high questionnaire. Responses in each area were analyzed according to the four rating categories: No Help, Little Help, Some Help and Much Help. All responses were totaled and those totals with their percentages appear in the FINDINGS section of this report.

Responses to one item pertaining to the adequacy of services of the nurse and the health program were tallied from each elementary and junior high questionnaire. Responses were analyzed according to the three categories: Less Services Needed, Present Services Adequate and More Services Needed. All responses were totaled, and these totals with their percentages appear in the FINDINGS.

Nurses' Report of Selected Medical and Dental Activities: Part of the data from Medical and Dental Activity forms submitted by nurses was grouped into four general categories: Nurse Contacts, Health Conferences, Home Visits, and Referrals. Numbers of students or activities were tallied for separate subdivisions within each of the four general categories and percentages computed for the reported subdivision totals. Other data appearing on this form were summarized and totaled separately. Tabulations for all data appear in the FINDINGS.

Annual Reports: Data from annual reports pertaining to health contacts were totaled and comparisons made with similar data of the previous school year. Data from annual reports pertaining to the numbers of students tested for vision and hearing were totaled. Tabulations for all data appear in the FINDINGS.

FINDINGS

Elementary Principal Questionnaire

Fifteen principals and vice principals responded to five items pertaining to the Nurse and the Program of Health Services in the Elementary Principal Questionnaire. Table 1 indicates their responses to these items.

TABLE 1

Number of Responses and Percentages of ESEA Elementary Principals Evaluating the Nursing Services
(N = 15)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services					4	26.7	11	73.3				
2. Providing health education to encourage desirable pupil health standards			2	13.3	4	26.7	9	60.0				
3. The follow-up on health recommendations and referrals					4	26.7	11	73.3				
4. Providing expanded services of visual and auditory screening					2	13.3	13	86.7				
5. Assisting to identify students in need of health services					4	26.7	11	73.3				

Inspection of Table 1 reveals that 73% to 86% of the principals indicated that the Nurse and the Health Program had been of much help in three areas, while 87% to 100% of the principals felt the nurse had been of some or much help in all areas. Only two principals, or 13%, felt the nurse and program of health services had been of little help in any area of providing health education to encourage desirable pupil health standards.

Table 2 presents the responses of 25 kindergarten teachers evaluating five areas of service of the nurse.

TABLE 2

Number of Responses and Percentages of ESEA Kindergarten Teachers Evaluating the Nursing Services (N=25)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services					7	28.0	16	64.0	2	8.0		
2. Providing health education to encourage desirable pupil health standards			2	8.0	8	32.0	12	48.0	2	8.0	1	4.0
3. Following up on health recommendations and referrals					6	24.0	16	64.0	2	8.0	1	4.0
4. Providing expanded services of visual and auditory screening	2	8.0	1	4.0	2	8.0	16	64.0	4	16.0		
5. Assisting to identify students in need of health services	1	4.0	2	8.0	4	4.0	17	68.0	1	4.0		

Table 2 indicates that 72% to 92% of all kindergarten teachers felt the nursing services to be of some or much help in all areas. The lowest percentages appeared in the area of expanded services of visual and auditory screening. Although 72% of the kindergarten teachers indicated this service to have been of of some or much help, 16% professed a lack of knowledge in this area and 12% felt it to be of little or no help.

Table 3 presents evaluations in the five areas of assistance by 283 elementary school teachers in grades one to six.

TABLE 3

Number of Responses and Percentages of ESEA Elementary Teachers in Grades One to Six Evaluating the Nursing Services (N=283)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services			4	1.4	64	22.6	205	72.4	10	3.5		
2. Providing health education to encourage desirable pupil health standards	3	1.1	19	6.7	99	34.9	152	53.7	10	3.5		
3. Following up on health recommendations and referrals	1	.4	3	.11	57	20.1	202	71.3	18	6.4	2	.7
4. Providing expanded services of visual and auditory screening	1	.4	7	2.5	69	24.4	179	63.2	25	8.8	1	.4
5. Assisting to identify students in need of health services	3	.11	11	3.9	60	21.2	188	66.4	20	7.1	1	.4

Table 3 indicates that from 87% to 95% of all teachers in grades one to six felt the assistance derived from the school nurse had been of some or much help. Only 4% to 9% indicated a lack of knowledge of services in any one area and no more than 8% indicated in any area that services had been of little or no help.

Table 4 presents the responses of three junior high principals evaluating the services of the nurse.

TABLE 4

Number of Responses and Percentages of ESEA Junior High Principals Evaluating the Nursing Services (N=3)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services							2	66.7			1	33.3
2. Providing health education to encourage desirable pupil health standards					1	33.3	1	33.3			1	33.3
3. Following up on health recommendations and referrals							2	66.7			1	33.3
4. Providing expanded services of visual and auditory screening							2	66.7			1	33.3
5. Assisting to identify students in need of health services							2	66.7			1	33.3

The two principals who responded indicated the assistance from the nurse and the health program to be of much help in all but one area.

Table 5 presents evaluations in the five areas of assistance by 15 ESEA junior high school counselors.

TABLE 5

Number of Responses and Percentages of ESEA Junior High Counselors Evaluating the Nursing Services (N=15)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services			1	6.7	1	6.7	13	86.7				
2. Providing health education to encourage desirable pupil health standards			4	26.7	6	40.0	2	13.3	3	20.0		
3. Following up on health recommendations and referrals			1	6.7	4	26.7	10	66.7				
4. Providing expanded services of visual and auditory screening			2	13.3	3	20.0	6	40.0	4	26.7		
5. Assisting to identify students in need of health services			1	6.7	3	20.0	10	66.7	1	6.7		

Table 5 indicates that 60% or more of the counselors felt the nurse had been of some or much assistance in four of the five areas. In two of the five areas, 93% felt the nurse had been of some or much assistance. In the area of providing health education, 27% of the counselors indicated the nurse had been of little assistance and 20% indicated an unfamiliarity with the services in this area.

Table 6 indicates the responses and percentages of 43 junior high English teachers evaluating the services of the nurse.

TABLE 6

Number of Responses and Percentages of ESEA Junior High Language Teachers Evaluating the Nursing Services (N=43)

Service	Degree of Helpfulness								Don't Know		No Response	
	No		Little		Some		Much					
	N	%	N	%	N	%	N	%	N	%	N	%
1. Assisting students to receive needed health services	1	2.3	2	4.7	11	25.6	17	39.5	12	27.9		
2. Providing health education to encourage desirable pupil health standards	1	2.3	3	7.0	9	20.9	10	23.3	19	44.2	1	2.3
3. Following up on health recommendations and referrals	1	2.3			9	20.9	14	32.6	18	41.9	1	2.3
4. Providing expanded services of visual and auditory screening	1	2.3	1	2.3	7	16.3	22	51.2	12	27.9		
5. Assisting to identify students in need of health services	1	2.3			9	20.9	23	53.5	10	23.3		

Inspection of Table 6 reveals that the responses of the junior high language teachers evaluating the services of the nursing program range from 44% to 74% in the categories of Some or Much help. It should be noted that in each area of service evaluated in Table 6, the percentage of teachers indicating a lack of knowledge of the health services was relatively high. In computing percentages of responses from teachers aware of the health services, 83% to 97% of these junior high teachers felt that the health services were of some or much help.

Principals and teachers at both elementary and junior high levels were asked to respond to one item in the questionnaires concerning the adequacy of the present level of services of the Nursing Program. Responses to this item are presented in Table 7.

TABLE 7

Number of Responses and Percentages of Principals and Teachers in ESEA Elementary and Junior High Schools Concerning the Adequacy of the Level of Service of the Nursing Services (N=369)

Grade Level	Staff Members	Adequacy of Service						No Opinion		No Response	
		Less Service Needed		Present Service Adequate		More Service Needed					
		N	%	N	%	N	%	N	%	N	%
Elementary	Principals (15)			9	60.0	6	40.0				
	Kindergarten (25)			9	36.0	12	48.0	2	8.0	2	8.0
	Teachers Grades 1-6 (283)			151	53.3	117	41.3	10	3.5	5	1.1
	Total (323)			169	52.3	135	41.8	12	3.7	7	2.2
Junior High	Principals (3)			3	100.0						
	Teachers (43)			19	44.2	16	37.2	6	13.9	2	4.7
	Counselors (15)			7	46.7	7	46.7			1	6.7
	Total (61)			29	47.5	23	37.7	6	9.8	3	4.9
	Totals (384)			198	51.6	158	41.1	18	4.7	10	2.6

Table 7 reveals that principals and teachers at both the elementary and junior high levels were divided in their opinions as to the adequacy of the level of nursing services. At the elementary level 52% of the combined r es ponses of principals and teachers indicated the health services to be adequate, while 41% revealed a need for more services. At the junior high level 47% of the combined responses of principals and teachers indicated the services to be adequate, while 34% revealed a need for additional services.

Table 8 indicates the number of personal contacts made by nurses and nurse assistants in the elementary and junior high school during the 1965-66 school year and the 1966-67 school year.

TABLE 8

Number of Nursing Contacts made in ESEA Elementary and Junior High Schools During the 1965-1966 and 1966-1967 School Years

Grade Level	Nurse and Nurse Assistant Contacts		Increase in Contacts	
	1965-1966	1966-1967	N	%
Elementary	32,445	42,176	9,731	30.0
Junior High	20,898	27,497	6,599	31.6
Total	53,343	69,673	16,330	30.6

Data in Table 8 indicates 16,330 more health contacts by nurses and nurse assistants during the 1966-67 school year than during the previous 1965-66 school year. It should be noted that the ESEA Program, which provided for additional health personnel and services, was initiated in February of the 1965-66 school year. Table 8 indicates a 30% increase in nursing contacts during the 1966-67 school year over the preceding school year even though the ESEA nursing services were in effect during the latter half of the 1965-66 school year.

Table 9 indicates the number of students who were tested for vision and hearing in ESEA schools during the 1966-1967 school year.

TABLE 9

Number and Percentage of Students Tested for Vision and Hearing in ESEA Elementary and Junior High Schools During the 1966-1967 School Year

Level	Enrollment*	Screening Service						Percent of Enrollment Screened
		Vision		Hearing		Total		
		N	%	N	%	N	%	
Elementary	6201	3255	55.2	2708	45.6	5963	100.0	96.1
Junior High	2618	911	49.4	933	50.6	1844	100.0	70.4
Total	8819	4166	53.3	3641	46.6	7807	100.0	88.4

* Enrollment figures based upon information submitted by nurses in annual reports.

Table 9 indicates that 53% of 7,807 students were tested for vision and 46% tested for hearing in the nine ESEA elementary schools and three ESEA junior high schools. Therefore, 88% of the total school population received either a vision or hearing test at these 12 schools.

The Daily Report Form of Selected Medical and Dental Activities submitted by ESEA nurses and nurse assistants provided a means for identifying the various health activities and services provided by ESEA nurses and nurse assistants over a four month period.

Contacts indicated under the categories of Vision, Hearing, and Dental in Table 9 and Table 10 are the result of individual contacts and do not include contacts resulting from class screening. Annual reports for vision and hearing screening were presented in Table 9. Percentages in Tables 10 and 11 were computed on the basis of the number of recorded incidents in each category over the four month period of time.

Table 10 presents information relating to student contacts at the elementary level. Table 10 will be found on page 229.

Table 10 indicates 19,660 recorded health contacts were made by nine nurses and four nurse assistants at the elementary level over the four month period. Of the 19,660 recorded contacts, the person initiating the contact was specified in 16,144 of the contacts, and the immediate disposition of the student following the contact was designated in 14,975 of the contacts. These totals indicate that nearly two thirds of a 11 contacts made were for immediate first aid. Of these contacts, 47% were initiated by students, and 43% at the request of the school. After contact with the nurse, 61% of the students were provided some type of service and were sent back to their classrooms; 13% were sent home; 9% were kept in the nurse's offices for further attention; and 15% sent to other locations such as: Special Services, private physicians, etc.

Table 11 presents similar data for the three junior high nurses and their assistants. Table 11 will be found on page 230.

Table 11 indicates 10,808 recorded health contacts were made by the three junior high nurses and their assistants during the four month period. The person initiating the contact was specified for 9,880 of the contacts, and the disposition of the student following the contact was designated for 9,698 of the contacts. Computations on the basis of these totals indicate that 55% of the contacts made by junior high students were for immediate first aid; 13% for conferences, 5% for dental purposes, 3% for vision, and less than 1% for hearing. 78% of the contacts were initiated by students and 15% were initiated by the school. 69% of the students were sent back to their classrooms after receiving some form of nursing service, 9% sent home, 7% remained in the nurses' offices for further attention, and 15% sent to other locations such as: Special Services, private physicians, etc.

Table 12 presents information on conferences held with parents and school or health agencies pertaining to students' health during the four month period of time by elementary and junior high nurses and nurses' assistants. Table 12 will be found on page 231.

TABLE 10

Number and Percentage of Student Contacts by ESEA Elementary Nurses and Nurse Assistants Over a Four Month Period Indicating Reasons for Contact, Person Initiating Contact and Disposition of Contact

Elementary Student Contacts																		
Person Making Contact		Reason For*									Initiated By*				Immediate Disposition*			
		First Aid	Vision	Hearing	Dental	Diet	Fatigue	Social	Conference	Other	Student	Parent	School	Other	Classroom	Nurse's Office	Home	Other
Nurse	N	6836	898	251	970	72	90	226	993	1846	3866	832	4918	226	5908	351	844	1266
	%	56.1	7.3	2.1	8.0	.6	.7	1.9	8.2	15.2	39.3	8.5	49.9	2.3	70.6	4.2	10.1	15.1
Nurse Assistants	N	5552	520	80	331	105	8	107	147	628	4311	303	2604	84	504	611	579	375
	%	74.2	7.0	1.1	4.4	1.4	.1	1.4	2.0	8.4	59.0	4.1	35.7	1.2	76.3	9.2	8.8	5.7
Total	N	12388	1418	331	1301	177	98	333	1140	2474	8177	1135	7522	310	6412	962	1423	1641
	%	63.0	7.5	1.7	6.6	.9	.5	1.7	5.8	12.6	47.7	6.6	43.9	1.8	61.4	9.2	13.6	15.7

* Nurse - 12,182 Recorded Incidents
* Nurse Assistants - 7,478 Recorded Incidents

* Nurse- 9,842 Recorded Incidents
* Nurse Ass't 7,302 Recorded Incidents

* Nurse - 8,369 Recorded Incidents
* Nurse Ass't - 6,606 Recorded Incidents

TABLE 11

Number and Percentage of Student Contacts by ESEA Junior High Nurses and Nurse Assistants Over a Four Month Period Indicating Reasons for Contact, Person Initiating Contact and Disposition of Contact

Junior High Student Contacts																		
Person Making Contact		Reason For*									Initiated By*				Immediate Disposition*			
		First Aid	Vision	Hearing	Dental	Diet	Fatigue	Social	Conference	Other	Student	Parent	School	Other	Classroom	Nurse's Office	Home	Other
Nurse	N	3102	158	43	250	86	33	130	763	569	3196	305	942	134	3014	278	507	447
	%	60.4	3.1	.8	4.9	1.7	.6	2.5.	14.9	11.1	69.8	6.7	20.6	2.9	71.0	6.5	11.9	10.5
Nurse Assis-tants	N	2977	177	13	308	25	3	85	684	1402	4571	118	544	70	3749	457	386	860
	%	53.3	3.2	.2	5.5	.4	.1	1.5	12.2	25.1	86.0	2.2	10.3	1.3	68.8	8.4	7.1	15.8
Total	N	6079	335	56	558	111	36	215	1447	1971	7767	423	1486	204	6763	735	893	1307
	%	55.93	3.08	.52	5.13	1.02	.33	1.98	13.31	18.13	78.45	4.27	15.0	2.06	69.66	7.57	9.20	13.46

* Nurse - 5,134 Recorded Incidents
* Nurse Assistants - 5,674 Recorded Incidents

* Nurse - 4,577 Recorded Incidents
* Nurse Ass't 5,303 Recorded Incidents

* Nurse - 4,246 Recorded Incidents
* Nurse Ass't 5,452 Recorded Incidents

TABLE 12

Number and Percentage of the Types of Health Conferences Conducted Over a Four Month Period by ESEA Elementary and Junior High Nurses and Nurse Assistants

Grade Level	Person Conducting Conference	Number and Types of Health Conference												Total	
		Parent Phone		Parent Visit		Parent Note		School Staff		Community Agency		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%.
Elementary	Nurse	2404	24.8	824	8.5	1198	12.4	4503	46.4	579	6.0	191	2.0	9699	100.0
	Nurse Assistants	925	21.0	165	3.7	578	13.1	2686	60.9	12	0.3	43	1.0	4409	100.0
	Total	3329	23.6	989	7.01	1776	12.69	7189	51.0	591	4.29	234	1.76	14108	100.0
Junior High	Nurse	1041	38.9	118	4.4	329	12.3	857	32.0	96	3.6	237	8.8	2678	100.0
	Nurse Assistants	729	43.0	47	2.8	247	14.6	640	37.7	11	0.6	23	1.4	1697	100.0
	Total	1770	40.5	165	3.8	576	13.2	1497	34.2	107	2.5	260	5.9	4375	

TABLE 13

Number and Percentage of Reasons for Home Visits Over a Four Month Period
by ESEA Elementary and Junior High Nurses and Nurse Assistants

Grade Level	Person Visiting Home	Number and Reasons for Home Visits																Total	
		Accident Follow-up		Acute Illness		Chronic Disease		Vision		Hearing		Dental		Health Education		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	Nurse	126	8.2	218	14.2	157	10.2	131	8.5	46	3.0	163	10.6	213	13.9	481	31.3	1535	100.0
	Nurse Assistant	3	14.3	7	33.3	0		1	4.8	0		1	4.8	4	19.0	5	23.8	21	100.0
	Total	129	8.26	225	14.4	157	10.0	132	8.45	46	2.94	164	10.50	217	13.9	486	31.1	1556	
Junior High	Nurse	95	23.7	41	10.3	66	16.5	17	4.3	6	1.5	5	1.3	63	15.8	107	26.8	400	100.0
	Nurse Assistant	3	23.1	0		6	46.2	1	7.7	0		1	7.7	1	7.7	1	7.7	13	100.0
	Total	98	23.7	41	9.9	72	17.4	18	4.4	6	1.5	6	1.5	64	15.5	108	26.1	413	

Table 12 indicates that 51% of the conferences at the elementary level were with school staff, 43% with parents, and 4% with community agencies. At the junior high level 57% were with parents, 34% with school staff, and 2% with community agencies.

Table 13 presents data relating to home visits in regard to student health made by elementary and junior high nurse and nurse assistants over the four month period. Table 13 will be found on page 232.

Table 13 indicates that the greatest number of home visits at the elementary level were made because of acute illness (14%). At the secondary level the greatest number were made in relation to accident follow-up (23%).

Table 14 presents the types of referrals made by elementary and junior high nurses and nurse assistants over the four month period of time.

TABLE 14

Number and Percentage of Types of Referrals Recorded Over a Four Month Period by ESEA Elementary and Junior High Nurses and Nurse Assistants

Grade Level	Person Making Referral	Number and Types of Referrals								Total	
		Medical		Dental		Special Service		Other			
		N	%	N	%	N	%	N	%	N	%
Elementary	Nurse	1711	65.8	502	19.3	276	10.6	111	4.3	2600	100.0
	Nurse Assistant	365	48.4	354	46.9	1	0.1	35	4.6	755	100.0
	Total	2076	61.8	856	25.5	277	8.3	146	4.4	3355	
Junior High	Nurse	647	70.9	172	18.9	12	1.3	81	8.9	912	100.0
	Nurse Assistant	61	73.5	16	19.3	0	0.0	6	7.2	83	100.0
	Total	708	71.2	188	18.9	12	1.2	87	8.7	995	

Table 14 indicates that the greatest number of referrals made at both the elementary and secondary levels were medical referrals, 61% at the elementary level and 70% at the secondary level.

TABLE 15

Number and Percentage of Referrals to Service Agencies Recorded Over a Four Month Period by ESEA Elementary and Junior High Nurses and Nurse Assistants

Grade Level	Person Making Referral	Number of Referrals to and Types of Referral Agencies														Total	
		Special Service OPS		Private		Kaiser		Children's Hospital Medical Center		County		Military		Other			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	Nurse	412	18.5	1104	49.6	198	8.9	102	4.6	258	11.6	28	1.3	125	5.6	2227	100.0
	Nurse Assistant	16	9.5	127	75.1	6	3.6	1	0.6	12	7.1	3	1.8	4	2.4	169	100.0
	Total	428	17.9	1231	51.5	204	8.5	103	4.3	270	11.3	31	1.3	129	5.4	2396	
Junior High	Nurse	66	7.7	521	60.7	73	8.5	34	4.0	65	7.6	3	.3	96	11.1	858	100.0
	Nurse Assistant	12	15.6	46	59.7	6	7.8	2	2.6	1	1.3	0	0.0	10	13.0	77	100.0
	Total	78	8.3	567	60.6	79	8.4	36	3.9	66	7.1	3	.3	106	11.3	935	

Table 15 provides information on the several service agencies to which student referrals were made. Table 15 will be found on page 234.

Table 15 indicates that the greatest number of referrals were to private sources; 49% at the elementary level and 59% at the secondary level.

Table 16 indicates the number of health education classes for students and parents conducted by elementary and junior high nurses during the four month period of time.

TABLE 16

Number and Types of Health Education Classes Conducted Over a Four Month Period by ESEA Elementary and Junior High School Nurses

Nurses	Health Education Classes				Total
	Student Classes		Parent Classes		
	Classroom	After School	School	Community	
Elementary (9)	239	16	29	8	292
Junior High (3)	41	4	12	6	63
Total	280	20	41	14	355

Table 16 indicates that a total of 355 student and adult health education classes were conducted by ESEA elementary and junior high school nurses over the four month period. The nine elementary nurses averaged approximately 32 classes per nurse, while the three junior high nurses averaged approximately 21 classes over this period of time.

Additional data recorded over the four month period in the nurses' reports indicated that ESEA nurses and nurse assistants also provided immunization service to 2,230 students, 1,386 at the elementary level and 844 at the junior high level.

SUMMARY

The primary aim of the augmented nursing services at the elementary and junior high levels was to provide more diagnostic health care and services to improve the health status of students from disadvantaged neighborhoods. The analysis of data relating to the nurse and the program of health services has reflected an overall positive trend in the realization of this aim.

The responses of ESEA elementary and junior high staff members to questions pertaining to health activities have indicated the health program to be quite effective in the provision of helpful services. Responses from 40% of the teaching personnel indicate a need for even more services. Analysis of the data indicates that some teachers, especially at the junior high level, are not aware of the expanded services in some areas.

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8-8-67

EVALUATION OF TEACHER AIDE SERVICES

INTRODUCTION

The provision of parent aides at both the elementary and secondary school levels was one essential part of Oakland's ESEA Compensatory Education Program. Such personnel, termed in the several projects as either Teacher Aides or para-professional Community Workers, were to participate in the overall ESEA program of activities by (1) providing assistance and service to teachers thus freeing teachers for more individualized instruction and (2) providing opportunities for closer school community relationships by utilizing the services of significant numbers of adults residing in the ESEA Target Area.

Specific goals of this group of parent assistants were:

1. To provide for more child-adult contacts within a classroom setting
2. To provide assistance to teachers in the improvement of pupil language skills
3. To relieve teachers of numerous routine clerical duties
4. To improve communication between the home and the school
5. To provide part-time employment for capable adults from the school community

PROCEDURE

Program Description

Parents residing within the attendance areas of the ESEA elementary, junior high and senior high schools were selected as Teacher Aides to provide teachers with daily assistance in the ESEA elementary and secondary schools. These parents were selected on the basis of their maximum family income and the number of members in their family. The following scale was used as a basis for determining Teacher Aide Selections:

Salary	Number in Family
$4,000	4
4,500	5
5,000	6
5,500	7
6,000	8

Parents with incomes exceeding $6,000, regardless of family size were not considered for selection. All Teacher Aides were employed on a temporary basis for the ensuing school year only and worked for an hourly rate of $2.25 per hour for three hours daily.

A total of 329 parents were employed as Teacher Aides in the Oakland Public Schools at the elementary, junior high, and senior high levels. These Aides received in-service training at the individual school sites relative to duties at that particular school as well as in-service training of a general nature at group meetings in which all Teacher Aides employed within the ESEA schools were present. Such training consisted of providing information and instruction in the development of skills related to activities and service associated with the classroom, library, office, or other assignments.

Elementary Schools: Two hundred nineteen Teacher Aides were employed in the eleven public ESEA elementary schools in regular classes from kindergarten through grade six. Forty-seven of the 219 Aides provided assistance to each kindergarten teacher in each of the eleven schools. Eighty-three Teacher Aides provided assistance to teachers of regular classes of grades one to three in eight schools while 89 provided service to teachers in grades four to six in ten schools.

Librarians in each of nine ESEA elementary schools received the services of one Teacher Aide while the librarian in one school had the assistance of two Teacher Aides. Teachers of special classes for mentally retarded students in all 11 ESEA schools received the three-hour daily assistance from a total of 22 Teacher Aides. One Teacher Aide in one school provided assistance in the school office and nine Aides from three school sites were classed as substitutes. Fourteen Teacher Aides were employed in the seven ESEA parochial elementary schools to provide assistance to the remedial reading teachers in each school.

A grand total of 276 Teacher Aides were employed for the public and parochial ESEA elementary schools. They provided teachers and other staff personnel with services which relieved them of much time-consuming non-teaching duties as well as providing students with assistance with drills and other activities which contributed directly or indirectly to the reinforcement of individual student learning.

Junior High Schools: The services of 31 Teacher Aides were provided in the three ESEA junior high schools to the teachers of the English Department and also to personnel designated as Instructional Media Specialists assigned to the libraries of the junior high schools. Each member of the Language Development Team had available the three hour daily service from one Teacher Aide. Each Instructional Media Specialist in the libraries of two junior high schools received assistance from one Teacher Aide for one and one half hours daily.

Aides at the junior high level provided services to teachers which included participation in routine class management as well as performing clerical tasks associated with attendance and record keeping, and distribution and collection of materials. Service from the Aides in the libraries also included assistance with audio-visual materials and resource materials in addition to the other duties mentioned above.

Senior High School: Six Teacher Aides were assigned in the ESEA senior high school to provide assistance in the program to improve reading and oral language skills. These six Aides provided service in the school principal's office, the library, and the school attendance office as well as to teachers in classrooms.

Evaluation Instruments

Staff Questionnaire: Staff questionnaires relating to the activities and services of the various components of the ESEA project were distributed in April, 1967, to staff members in each of the 11 public elementary schools and to principals in seven parochial elementary schools involved in the ESEA program. These questionnaires provided principals and teachers an opportunity to evaluate the effectiveness of the ESEA services offered.

Questions in the Principal Questionnaire were so worded as to enable each principal to evaluate the effectiveness of the services to his staff. A copy of the Principal Questionnaire with frequency totals and percentages of responses is included as Appendix I-D.

Questions in the Teacher Questionnaire were essentially the same as those in the Principal Questionnaire. The wording was changed slightly to enable teachers to evaluate the effectiveness of the services individually. For purposes of analysis, their questionnaires were grouped into the following two categories: Kindergarten teachers and teachers of grades 1 through 6.

Copies of the Elementary Teacher Questionnaire with frequency totals and percentages of responses and grouped in the two categories of Kindergarten Teachers and Teachers - Grades 1 through 6 are included as Appendix I-D.

Questionnaires were also submitted to each ESEA junior high school principal and to teachers in the English Department. These questionnaires pertained to activities and services of the ESEA program and offered the junior high personnel an opportunity to evaluate the services of the program.

Content of both the Junior High Principal Questionnaire and the Junior High Teacher Questionnaire was the same, but slight changes were made in the wording of questions.

Copies of the Junior High School Principal Questionnaire and the Junior High Teacher Questionnaire with frequency totals and percentages of response are included as Appendix I-D.

Parochial School Questionnaire: Questionnaires relating to the various activities and services of the ESEA program in the parochial schools were distributed to principals of seven parochial elementary schools involved in the ESEA program. These questionnaires offered parochial school principals an opportunity to evaluate the effectiveness of the ESEA services offered.

A copy of the parochial Elementary School Principal Questionnaire with frequency totals and percentages of responses is included as Appendix I-D.

Parent Interview Survey: A random sample of 337 parents whose children were enrolled in grades one to six in 11 ESEA elementary schools, in grades seven to nine in three ESEA junior high schools, and in grades 11 to 12 in one senior high school were interviewed concerning the various activities of the ESEA project. The interviews offered parents an opportunity to voice their opinions concerning the effect and/or value of the ESEA services in the target area schools as a result of changes observed in their children.

The reader is referred to Chapter 6 for the complete report on the parent interview survey. Copies of the elementary, junior high school, and senior high Parent Interview Schedules with response totals and percentages are included as Appendix VI-B.

Procedures for Analysis

Questionnaire: Sections of each questionnaire pertaining to Teacher Aides' professional relationships and professional service were analyzed. All responses were analyzed according to staff awareness in the categories of Yes or No. Ratings given by all those answering "Yes" relating to professional relationships were analyzed according to the three frequency categories of Occasionally, Frequently, and Always. Ratings given by all those answering "Yes" relating to

professional services were analyzed according to the four rating categories of No Value, Little Value, Some Value, and Much Value. All responses were totaled and such totals with their percentages appear in the FINDINGS.

Responses in one area pertaining to the level of services of Teacher Aides were tallied from each questionnaire. Responses were analyzed according to the three categories, Less Services Needed, Present Services Adequate, or More Services Needed. All responses were totaled and such totals with their percentages appear in the FINDINGS.

Parent Interview Survey: One question in the Elementary Parent Interview Schedule, Junior High Parent Interview Schedule and the Senior High Parent Interview Schedule pertaining to Teacher Aides was analyzed. All responses were totaled and these totals with percentages appear in the FINDINGS.

FINDINGS

Elementary Principals' Questionnaire

Fifteen elementary principals and vice principals responded to seven items pertaining to professional attitudes of Teacher Aides. Table 1 indicates their responses to the seven items.

TABLE 1

Responses and Percentages of Elementary School Principals Evaluating Professional Relationships and Attitudes of Teacher Aides (N = 15)

Have Teacher Aides	No Response		No		Yes		Don't Know		Degree of Frequency						No Response	
									Occas.		Frequ.		Always			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?					15	100.0			4	26.7	9	60.0	1	6.7	1	6.7
2. Willingly accepted all assignments?					15	100.0			1	6.7	6	40.0	7	46.7	1	6.7
3. Accepted suggestions and guidance freely?					15	100.0			3	20.0	6	40.0	5	33.3	1	6.7
4. Shown interest in work?					15	100.0			1	6.7	8	53.3	5	33.3	1	6.7
5. Exhibited on-the-job growth?					15	100.0			1	6.7	8	53.3	5	33.3	1	6.7
6. Shown initiative in the performance of duties?					15	100.0			1	6.7	11	73.3	2	13.3	1	6.7
7. Been punctual and maintained good attendance?					15	100.0			3	20.0	8	53.3	3	20.0	1	6.7

Table 1 indicates most principals felt that the Teacher Aides had frequently or always maintained a positive attitude in their relations with teachers and students and toward their work.

TABLE 2

Responses and Percentages of Elementary School Principals Evaluating Services of Teacher Aides (N = 15)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?					15	100.0							6	40.0	8	53.3			1	6.7
2. Encouraged students to communicate orally?					14	93.3	1	6.7			1	7.1	8	57.1	4	28.6			1	7.1
3. Guided pupils through example, redirection, and speech?					15	100.0					3	20.0	8	53.3	3	20.0			1	6.7
4. Encourage correct pupil usage of materials?			1	6.7	13	86.7	1	6.7					7	53.8	5	38.5			1	7.7
5. Prepared materials?					15	100.0							5	33.3	9	60.0			1	6.7
6. Maintained classroom equipment and supplies?			1	6.7	14	93.3							3	21.4	10	71.4			1	7.1
7. Used ditto machines and other similar equipment?					15	100.0							3	20.0	11	73.3			1	6.7
8. Maintained an orderly room environment?					15	100.0					1	6.7	4	26.7	9	60.0			1	6.7
9. Supervised students during cafeteria hours?			8	53.3	7	46.7							2	28.6	4	57.1	1	14.3		
10. Supervised students during recess or noon periods?			4	26.7	11	73.3							5	45.5	5	45.5	1	9.1		
11. Assisted teachers with yard supervision?			4	26.7	11	73.3							3	27.3	6	54.5	1	9.1	1	9.1
12. Accompanied students on study tours?					15	100.0							1	6.7	13	86.7			1	6.7
13. Acted as a liaison between school and community					15	100.0							5	33.3	9	60.0			1	6.7

Table 2 on preceding page presents the responses of the 15 elementary principals and vice principals indicating their evaluation of the services Teacher Aides provided at their schools.

Table 2 indicates that practically all principals felt the services provided by the Teacher Aides had been of Some or Much Value. However, supervision of students during recess and noon, during cafeteria hours and on the yard ranked lowest of the services provided.

The fifteen elementary principals and vice principals also responded to the one questionnaire concerning the level of services of Teacher Aides as follows:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . . of Teacher Aides:

Less Services Needed	Present Services Adequate	More Services Needed
1 (6.7%)	9 (60.0%)	5 (33.3%)

Elementary Teacher Questionnaire

Twenty-five kindergarten teachers responded to sections of the questionnaire pertaining to the professional relationships of Teacher Aides. Of this 25, 22 or 88% indicated that they had a Teacher Aide working under their direct supervision during the school year. Since all kindergarten teachers had received assistance from Teacher Aides, Table 3 indicates the responses of all 25 kindergarten teachers to seven items relating to professional attitudes and relationship of Teacher Aides and the frequency with which they were observed.

TABLE 3

Responses and Percentages of Kindergarten Teachers Evaluating Professional Relationships and Attitudes of Teacher Aides (N = 25)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Frequency: Occas.		Frequ.		Always		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?	1	4.0			24	96.0			3	12.5	7	29.2	11	45.8	3	12.5
2. Willingly accepted all assignments?	1	4.0	1	4.0	23	92.0					4	17.4	17	73.9	2	8.7
3. Accepted suggestions and guidance freely?	2	8.0	1	4.0	22	88.0					3	13.6	17	77.3	2	9.1
4. Shown interest in work?	2	8.0			23	92.0			1	4.3	7	30.4	14	60.9	1	4.3
5. Exhibited on-the-job growth?	3	12.0	1	4.0	21	84.0			3	14.3	11	52.4	6	28.6	1	4.8
6. Shown initiative in the performance of duties?	4	16.0	1	4.0	20	80.0			3	15.0	9	45.0	6	30.0	2	10.0
7. Been punctual and maintained good attendance?	4	16.0	4	16.0	17	68.0					4	23.5	12	70.6	1	5.9

Overall, responses of kindergarten teachers reflected a positive reaction to the seven items relating to attitudes and staff relations, although 16% felt that the Teacher Aides had not always been punctual and maintained good attendance.

Table 4 indicates the responses of the 25 kindergarten teachers reflecting their evaluation of those services which Teacher Aides provided at their schools. (See following page for Table 4)

In relation to the services provided by the Teacher Aides, responses of kindergarten teachers indicated the greatest assistance was provided in the areas relating to:

Preparation of Materials (100%)
Supervision of Individual and Small Group Activities (92%)
Maintaining Classroom Equipment and Supplies (92%)
Encouraging Correct Usage of Materials (92%)

In evaluating the services provided 95% to 100% of the kindergarten teachers felt this assistance to be of Some or Much Value.

Kindergarten teachers were also asked to indicate their opinion of the level of services of Teacher Aides:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of Teacher Aides.

The responses of the kindergarten teachers to this one item are indicated below:

Less Services Needed	Present Services Adequate	More Services Needed	No Opinion
1 (4.0%)	17 (68.0%)	6 (24.0%)	1 (4.0%)

Sixty-eight per cent felt that the present services were adequate, but 24% indicated a need for more services. Only one teacher indicated a need for less services, and only one did not respond to the item.

Two hundred eighty-three elementary teachers in grades one to six responded to the sections of the questionnaire pertaining to Teacher Aides. Of this group, 148 or 52% indicated that they had a Teacher Aide working under their direct supervision during the school year. Table 5 indicates their responses and percentages to seven items relating to professional attitudes of Teacher Aides and the frequency with which those attitudes were observed.

TABLE 4

Responses and Percentages of Kindergarten Teachers Evaluating Services of Teacher Aides (N = 25)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?	1	4.0	1	4.0	23	92.0							4	17.4	18	78.3			1	4.3
2. Encouraged students to communicate orally?	2	8.0	5	20.0	18	72.0							8	44.4	8	44.4			2	11.1
3. Guided pupils through example, redirection and speech?	2	8.0	8	32.0	15	60.0							9	60.0	5	33.3			1	6.7
4. Encouraged correct pupil usage of materials?	1	4.0	1	4.0	23	92.0					1	4.3	4	17.4	18	78.3				
5. Prepared materials?					25	100.0					1	4.0	9	36.0	15	60.0				
6. Maintained classroom equipment and supplies?			2	8.0	23	92.0							4	17.4	19	82.6				
7. Used ditto machines and other equipment?			10	40.0	15	60.0							5	33.3	10	66.7				
8. Maintained an orderly room environment?	1	4.0	2	8.0	22	88.0					2	9.1	2	9.1	16	72.7			2	9.1
9. Supervised students during cafeteria hours?	3	12.0	14	56.0	7	28.0	1	4.0			1	14.3	1	14.3	4	57.1			1	14.3
10. Supervised students during recess or noon periods?	1	4.0	14	56.0	10	40.0			1	10.0			2	20.0	6	60.0			1	10.0
11. Assisted teachers with yard supervision?	1	4.0	10	40.0	14	56.0			1	7.1			4	28.6	9	64.3				
12. Accompanied students on study tours?	1	4.0	3	12.0	21	84.0							2	9.5	18	85.7			1	4.8
13. Acted as liaison between school and community?	3	12.0	1	4.0	12	48.0	9	36.0					5	41.7	7	58.3				

TABLE 5

Responses and Percentages of Elementary Teachers in Grades One to Six Evaluating Professional Relationships and Attitudes of Teacher Aides (N = 148)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Frequency						No Response	
									Occas.		Frequ.		Always			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?	6	4.1	5	3.4	135	91.2	2	1.4	25	18.5	68	50.4	38	28.1	4	3.0
2. Willingly accepted all assignments?	10	6.8	6	4.1	126	85.1	6	4.1	8	6.3	23	18.3	92	73.0	3	2.4
3. Accepted suggestions and guidance freely?	9	6.1	4	2.7	130	87.8	5	3.4	8	6.2	31	23.8	89	68.5	4	3.1
4. Shown interest in work?	8	5.4	5	3.4	133	89.9	2	1.4	7	5.3	30	22.6	90	67.7	6	4.5
5. Exhibited on-the-job growth?	9	6.1	11	7.4	124	83.8	4	2.7	17	13.7	54	43.5	47	37.9	6	4.8
6. Shown initiative in the performance of duties?	10	6.8	11	7.4	124	83.8	3	2.5	20	16.1	43	34.7	56	45.2	5	4.0
7. Been punctual and maintained good attendance?	9	6.1	14	9.5	120	81.1	4	2.7	7	5.8	30	25.0	78	65.0	5	4.2

The responses in Table 5 reflect that 80% or more of all teachers in grades one to six felt the Teacher Aides had exhibited the seven professional attitudes and relationships, but teachers were divided in their opinions as to the frequency of occurrence of these services.

Table 6 (on the following page) indicates the responses of the 148 teachers in grades one to six with Teacher Aides under their direct supervision reflecting their evaluation of those services which Teacher Aides provided at their schools.

Table 6 indicates a similarity in responses between kindergarten teachers and teachers in grades one to six in relation to services. Although not in the same order, teachers in grades one to six ranked three of the same services highest in the opinion of services provided:

> Supervising Individual and Small Group Activities (89%)
> Encouraging Correct Usage of Materials (84%)
> Preparing Materials (83%)

In evaluating the services provided, between 86% and 88% of the teachers indicated these services to be of some or much assistance.

Two hundred eighty-three teachers in grades one to six were asked to indicate their opinion of the level of services of Teacher Aides:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of Teacher Aides.

TABLE 6

Responses and Percentages of Teachers in Grades One to Six Evaluating Services of Teacher Aides (N = 148)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?	4	2.7	11	7.4	132	89.2	1	.7			11	8.3	47	35.6	68	51.5	2	1.5	4	3.0
2. Encourages students to communicate orally?	5	3.4	41	27.7	97	65.5	5	3.4	2	2.1	6	6.2	46	47.4	36	37.1	2	2.1	5	5.2
3. Guided pupils through example, redirection and speech?	3	2.0	35	23.6	105	70.9	5	3.4	2	1.9	12	11.4	57	54.3	30	28.6	2	1.9	2	1.9
4. Encouraged correct pupil usage of materials?	4	2.7	17	11.5	125	84.5	2	1.4	1	0.8	5	4.0	54	43.2	54	43.2	3	2.4	8	6.4
5. Prepared materials?	3	2.0	18	12.2	124	83.8	3	2.0	3	2.4	5	4.0	30	24.2	80	64.5	1	0.8	5	4.0
6. Maintained classroom equipment and supplies?	4	2.7	19	12.8	120	81.1	5	3.4	2	1.7	6	5.0	34	28.3	72	60.0	2	1.7	4	3.3
7. Used ditto machines and other equipment?	7	4.7	16	10.8	120	81.1	5	3.4	1	0.8	4	3.3	19	15.8	88	73.3	3	2.5	5	4.2
8. Maintained an orderly room environment?	4	2.7	20	13.5	119	80.4	5	3.4	1	0.8	8	6.7	48	40.3	57	47.9			4	3.4
9. Supervised students during cafeteria hours?	5	3.4	79	53.4	56	37.8	8	5.4			2	3.6	15	26.8	27	48.2	6	10.7	6	10.7
10. Supervised students during recess or noon periods?	4	2.7	53	35.8	88	59.5	3	2.0			4	4.5	32	36.4	44	50.0	5	5.7	3	3.4
11. Assisted teachers with yard supervision?	5	3.4	37	25.0	101	68.2	5	3.4			6	5.9	33	32.7	50	49.5	6	5.9	6	5.9
12. Accompanied students on study tours?	4	2.7	21	14.2	120	81.1	3	2.0	2	1.7	9	7.5	23	19.2	80	66.7	1	0.8	5	4.2
13. Acted as liaison between school and community?	8	5.4	29	19.6	80	54.1	31	20.9			3	3.8	21	26.3	46	57.5	7	8.8	3	3.8

Responses of the teachers in grades one to six to this one item are indicated below:

Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
23 (8.1%)	128 (45.3%)	81 (28.7%)	44 (15.6%)	6 (2.1%)

Inspection of the responses reflects a divergence of opinions by elementary teachers of grades one to six concerning the level of services of Teacher Aides: 45% felt the present services were adequate, but 28% felt the services should be increased while 8% felt they should be decreased; 15% offered no opinion and six failed to respond to the item.

Junior High Principal Questionnaire

Three junior high school principals, responded to the items relating to professional attitudes and relationships of Teacher Aides and the frequency with which they were observed. Table 7 indicates responses and the percentages of principals.

TABLE 7

Responses and Percentages of Junior High Principals Evaluating Professional Relationships and Attitudes of Teacher Aides (N = 3)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Frequency						No Response	
									Occas.		Frequ.		Always			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?					3	100.0					3	100.0				
2. Willingly accepted all assignments?					3	100.0							3	100.0		
3. Accepted suggestions and guidance freely?					3	100.0					1	33.3	2	66.7		
4. Shown interest in work?					3	100.0					1	33.3	2	66.7		
5. Exhibited on-the-job growth?					3	100.0					2	66.7	1	33.3		
6. Shown initiative in the performance of duties?					3	100.0					2	66.7	1	33.3		
7. Been punctual and maintained good attendance?					3	100.0					1	33.3	2	66.7		

Inspection of the data in Table 7 reveals the three principals felt the Teacher Aides exhibited the seven professional attitudes Frequently or Always.

Table 8 (on the following page) indicates the responses of the three junior high school principals indicating their evaluation of the services Teacher Aides provided at their schools.

TABLE 8

Responses and Percentages of Junior High Principals Evaluating Services of Teacher Aides (N = 3)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?					3	100.0									3	100.0				
2. Encouraged students to communicate orally?					3	100.0							1	33.3	2	66.7				
3. Guided pupils through example, redirection and speech?					3	100.0							2	66.7	1	33.3				
4. Encouraged correct pupil usage of materials?					3	100.0							2	66.7	1	33.3				
5. Prepared materials?					3	100.0							1	33.3	2	66.7				
6. Maintained classroom equipment and supplies?					3	100.0									3	100.0				
7. Used ditto machines and other equipment?					3	100.0									3	100.0				
8. Maintained an orderly room environment?					3	100.0							1	33.3	2	66.7				
9. Supervised students during cafeteria hours?			2	66.7	1	33.3									1	100.0				
10. Supervised students during recess or noon periods?			1	33.3	2	66.7							1	50.0	1	50.0				
11. Accompanied students on study tours?					3	100.0									3	100.0				
12. Acted as liaison between school and community?					3	100.0							1	33.3	2	66.7				

The three principals were of the opinion that Teacher Aides provided assistance in all areas except (1) supervision in the cafeteria and (2) supervision during recess or noon periods. All indicated the assistance provided to be of either Some or Much Value.

The three junior high principals responded to the following item in the questionnaire concerning the level of services of Teacher Aides:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . of Teacher Aides.

Responses of the three principals are indicated below:

Less Services Needed	Present Services Adequate	More Services Needed
	1 (33.3%)	2 (66.7%)

Junior High Teacher Questionnaire

Forty-three junior high school staff members of the Language Development Team responded to the sections of the Junior High School Questionnaire pertaining to Teacher Aides. Of the 43 teachers, 32 or 74.4% indicated that they had a Teacher Aide under their direct supervision during the school year.

Table 9 indicates the responses and percentages of the 32 teachers to seven items relating to professional attitudes of Teacher Aides and the frequency with which those attitudes were observed.

TABLE 9

Responses and Percentages of Junior High Teachers Evaluating Services of the Teacher Aides (N = 32)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Frequency						No Response	
									Occas.		Frequ.		Always			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?			1	3.1	30	93.8	1	3.1	9	30.0	15	50.0	6	20.0		
2. Willingly accepted all assignments?			1	3.1	31	96.9			1	3.2	8	25.8	22	67.7	1	3.2
3. Accepted suggestions and guidance freely?					32	100.0			2	6.3	6	18.8	23	71.9	1	3.1
4. Shown interest in work?					32	100.0			1	3.1	11	34.4	21	62.5		
5. Exhibited on-the-job growth?			1	3.1	31	96.9			5	16.1	15	48.4	11	35.8		
6. Shown initiative in the performance of duties?			1	3.1	31	96.9			7	22.6	8	25.8	15	48.4	1	3.2
7. Been punctual and maintained good attendance?			1	3.1	31	96.9			1	3.2	11	35.5	18	56.1	1	3.2

The responses in Table 9 reveal that the majority of the junior high teachers were of the opinion that Teacher Aides' actions did reflect the seven professional attitudes, but the teachers were divided in their opinions of how frequently such attitudes were apparent.

Table 10 (on following page) indicates the responses and percentages of the 32 teachers reflecting their evaluation of those services which Teacher Aides provided at their schools.

Assistance with students on Study Tours ranked highest as to the services provided. Of the junior high teachers responding 90% indicated this type of assistance was provided and 87% felt it to be of Much Value.

The 43 junior high school teachers of the Language Development Team were asked to respond to the following item in the questionnaire concerning the adequacy of the level of services of Teacher Aides:

> In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services . . . . of Teacher Aides.

Responses of the 43 junior high school teachers of the Language Development Team are indicated below:

Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
1 (2.3%)	18 (41.9%)	20 (46.5%)	3 (6.9%)	1 (2.3%)

The junior high language teachers were almost equally divided in their responses for more services and of the services being adequate. Of the responses 46% indicated a need for more services while 41% indicated the present services to be adequate. Only one teacher felt the services should be decreased.

Parochial School Questionnaire

Seven parochial elementary school principals responded to the sections of the questionnaire pertaining to Teacher Aides. Table 11 indicates their responses and percentages of the seven parochial school principals pertaining to professional attitudes of Teacher Aides and the frequency with which individual attitudes were exhibited.

TABLE 10

Number of Responses and Percentage of Junior High Language Teachers Evaluating Services of Teacher Aides
(N = 32)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?			4	12.5	28	87.5			1	3.6	1	3.6	12	42.9	14	50.0				
2. Encouraged students to communicate orally?			7	21.9	23	71.9	2	6.2			3	13.0	12	52.2	7	30.4	1	4.3		
3. Guided pupils through example, redirection, and speech?			10	31.3	22	68.7							13	59.1	9	40.9				
4. Encouraged correct pupil usage of materials?			3	9.4	28	87.5	1	3.1			2	7.1	9	32.1	17	60.7				
5. Prepared materials?			3	9.4	28	87.5	1	3.1			1	3.6	8	28.6	19	67.8				
6. Maintained classroom equipment and supplies?			9	28.1	23	71.9							6	26.1	17	73.9				
7. Used ditto machine and other equipment?			10	31.3	22	68.7			2	9.1			4	18.2	15	68.2			1	4.5
8. Maintained an orderly room environment?			5	15.6	26	81.3	1	3.1			1	3.8	11	42.3	14	53.8				
9. Supervised students during cafeteria hours?			9	28.1	14	43.8	9	28.1							7	50.0	6	42.9	1	7.1
10. Supervised students in halls during passing or noon?			6	18.8	21	65.6	5	15.6					5	23.8	10	47.6	6	28.6		
11. Accompanied students on study tours?			1	3.2	30	93.7	1	3.1					6	20.0	20	66.7	4	13.3		
12. Acted as a liaison between school and community?			2	6.2	20	62.5	10	31.3			1	5.0	3	15.0	12	60.0	4	20.0		

TABLE 11

Responses and Percentages of Parochial Elementary Principals Evaluating Professional Relationships and Attitudes of Teacher Aides (N = 7)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Frequency						No Response	
									Occas.		Frequ.		Always			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Been able to interact positively with children?					7	100.0			1	14.3	2	28.6	4	57.2		
2. Willingly accepted all assignments?			1	14.3	6	85.7					1	16.7	5	83.3		
3. Accepted suggestions and guidance freely?			1	14.3	6	85.7					1	16.7	5	83.3		
4. Shown interest in work?					6	85.7	1	14.3			2	33.2	4	66.4		
5. Exhibited on-the-job growth?					6	85.7	1	14.3	1	16.6	3	49.8	2	33.2		
6. Shown initiative in the performance of duties?			1	14.3	6	85.7					3	50.0	3	50.0		
7. Been punctual and maintained good attendance?					7	100.0					1	14.3	6	85.7		

Table 12 (see following page) indicates the responses of seven parochial elementary school principals reflecting their evaluation of those services which Teacher Aides provided at their schools.

Between 86% and 100% of the parochial school elementary principals felt the Teacher Aides had exhibited the seven professional qualities and relationships (Table 11) either Frequently or Always. In relation to services (Table 12) 71% or more indicated Teacher Aides had provided service in all but four areas and that service in areas other than those four had been of Some or Much Value.

Parent Interview Schedules

One hundred ninety-seven parents of elementary students in grades one to six, 94 parents of junior high school students in grades seven to nine, and 45 parents of senior high school students in grades ten to twelve were interviewed concerning services of the ESEA Program. Of these 337 parents, 296 (88.2%) were aware of Teacher Aides in the schools and 117 (40%) of the 296 had talked to Teacher Aides.

Table 13 presents the responses and percentages of the 296 parents aware of the Teacher Aides program indicating their opinions of the value of Teacher Aides to teachers and students.

TABLE 12

Responses and Percentages of Parochial Elementary Principals Evaluating Services of Teacher Aides (N = 7)

Have Teacher Aides:	No Response		No		Yes		Don't Know		Degree of Value: No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Supervised individual and small group activities?			2	28.6	5	71.4					1	20.0			3	60.0	1	20.0		
2. Encouraged students to communicate orally?			1	14.3	5	71.4	1	14.3					1	20.0	3	60.0	1	20.0		
3. Guided pupils through example, redirection, and speech?			1	14.3	5	71.4	1	14.3			1	20.0	1	20.0	2	40.0	1	20.0		
4. Encouraged correct pupil usage of materials?					5	71.4	2	28.6			1	20.0	2	40.0	2	40.0				
5. Prepared materials?			1	14.3	6	85.7			1	16.7			2	33.3	3	50.0				
6. Maintained classroom equipment and supplies?			1	14.3	6	85.7							3	50.0	3	50.0				
7. Used ditto machines and other machines?			1	14.3	6	85.7							3	50.0	3	50.0				
8. Maintained an orderly room environment?					6	85.7	1	14.3					1	16.7	5	83.3				
9. Supervised students during cafeteria hours?			4	57.1	3	42.9									2	66.7			1	33.3
10. Supervised students during recess or noon periods?			5	71.4	2	28.6							1	50.0	1	50.0				
11. Accompanied students on study tours?			4	57.1	3	42.8									2	66.7			1	33.3
12. Acted as liaison between school and community?			4	57.1	2	28.6	1	14.3					1	50.0	1	50.0				

TABLE 13

Number and Percentage of Parent Responses Indicating the Value of Teacher Aides (N = 296)

Parent Responses	Degree of Value										No Response		Total	
	Very		Somewhat		A Little		No		Don't Know					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	113	65.0	14	8.0	7	4.0	1	.6	7	4.0	32	18.4	174	100
Junior High	49	56.4	14	16.1	2	2.3			3	3.5	19	21.9	87	100
Senior High	19	54.4	1	2.9	1	2.9					14	40.0	35	100
Total	181	61.2	29	9.8	10	3.4	1	.3	10	3.4	65	22.0	296	100

Table 13 reflects 61% of the parents who were aware of Teacher Aides in the schools felt that their services were very valuable and 10% felt the services were somewhat valuable. Sixty-five or 22% of the parents did not respond. If percentages were computed for only those parents who responded, such percentages would reflect 82% of the parents indicating the services to be very valuable and 13% indicating the services to be somewhat valuable.

SUMMARY

The analysis of data concerning Teacher Aides indicate that the participation of parents as assistants to teachers and other staff personnel was judged to be a valuable asset to the special activities of the ESEA Compensatory Education program. The responses from principals and teachers at both the elementary and secondary levels, as well as parents of students, reflect a distinct positive reaction to Teacher Aides, both in terms of professional qualities and relationships and in terms of value of service and assistance. Although the responses of teachers indicate a difference of opinion as to the types of services which were provided individually they do reveal that teachers were in agreement as to the value of the services and assistance received. Approximately 80% of all elementary teachers receiving assistance in 13 areas indicated such assistance to be of some or much value and 80% of all junior high teachers receiving assistance in 12 areas indicated the assistance in ten of those areas to be of Some or Much Value. The analysis of data also reveals that many teachers and principals share the opinion that additional Teacher Aide services are needed.

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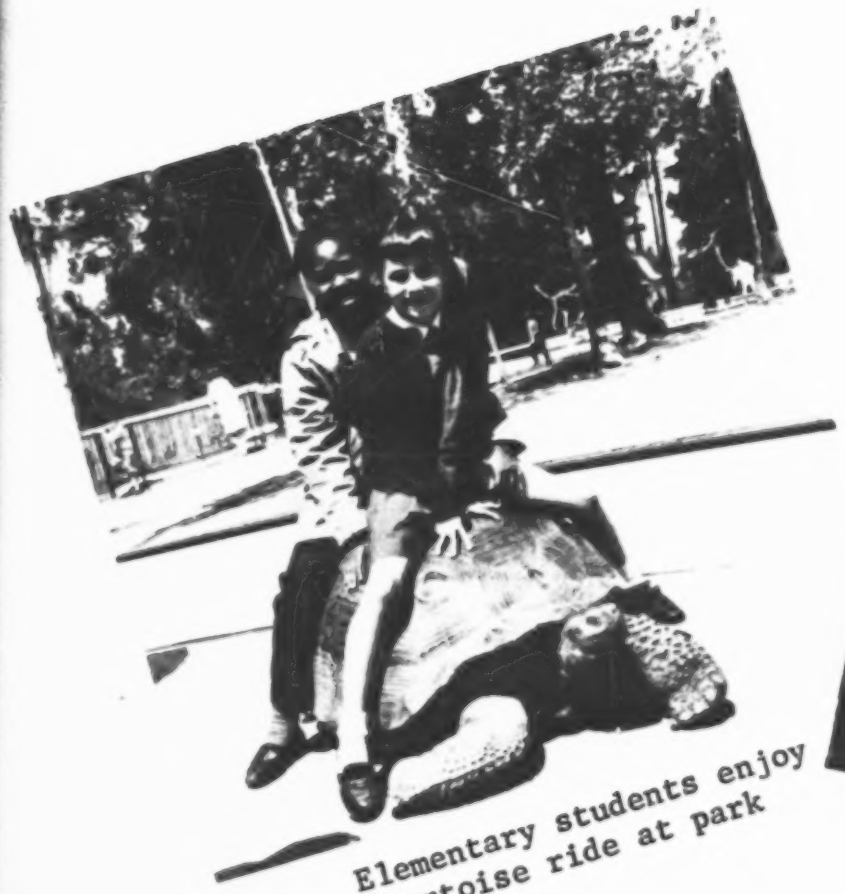

Elementary students enjoy tortoise ride at park

Second graders hold duckling at baby animal zoo

CHAPTER III

EVALUATION OF CULTURAL ENRICHMENT PROGRAM

Junior high students visit ceramics factory

EVALUATION OF CULTURAL ENRICHMENT PROGRAM

INTRODUCTION

A comprehensive program of cultural enrichment activities, initiated in February, 1966, was continued during the 1966-67 school year in the ESEA elementary, secondary, and parochial target area schools. The major thrust of this phase of the ESEA project was to provide disadvantaged youngsters first-hand, intimate contact with the assorted cultural offerings of the community. The specific objectives of the cultural enrichment program were as follows:

1. To provide culturally disadvantaged youngsters with experiential backgrounds necessary for maximum perceptual and intellectual development

2. To increase students' awareness of the broad economic and cultural fabric of the community as a basis for fostering high levels of aspiration and motivation

3. To stimulate interest in the arts and other cultural activities

4. To make both students and parents aware of the rich educational and cultural offerings in the local and extended communities

PROCEDURE

Program Description

Under the cultural enrichment phase of the ESEA project, a per pupil allotment of funds was provided for each of the target area schools to cover the cost of transportation for educational study tours; selected admission charges for attending such activities as symphony, ballet, and opera performances; and fees for school-site assembly programs, speakers, movies, etc.

A teacher on special assignment was assigned to the Central Office staff to coordinate the activities of the cultural enrichment program. This person processed all requests for services submitted from the schools, arranged for transportation, tickets, and guides where needed, and contacted professional people to appear at the schools. In addition, he built and maintained a comprehensive guide to cultural activities available in the area, copies of which were provided at each school. Teachers found this guide to be a valuable resource in their planning of educational-cultural activities.

Another important phase of the project was to encourage parents to take part in the program and act as chaperones and/or interested participants.

In general, teachers planned cultural activities around classroom teaching units and used a variety of preparation and follow-up activities to make the experience more meaningful to the involved students. Some of the preparation activities used were: class planning of things to do or watch for,

Parent Interviews: A sample of the parents of children in grades 1-12 of the district elementary and secondary target area schools were asked a series of questions pertaining to the several activities of the ESEA project to determine the extent to which they considered the project to be of value to their children. Those questions related to the cultural enrichment program have been extracted for use herein as an evaluation device for this program. The complete interview schedule forms, with response totals and percentages, will be found in Appendix VI-B.

Procedures for the Analysis of Data

Responses to questionnaires and parent interviews were tallied and totals obtained. Percentages were computed and reported in the analysis.

The number of separate study tours or on-site activities, the number of students participating, and the percentage of the target population participating were tallied and/or computed for each of the cultural enrichment categories previously mentioned.

FINDINGS

Elementary Staff Questionnaire

Fifteen (93.8%) of the 16 ESEA elementary school principals and vice principals and 283 (92.5%) of the 306 elementary teachers responded to the following questions related to the cultural enrichment program:

What effect do you feel the cultural enrichment Study Tours have had on students?

1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?

2. In providing needed experiential background for increased perceptual and intellectual development?

3. In providing rewarding contacts with many cultural and enrichment offerings in the area?

What effect do you feel On Site cultural enrichment activities have had on students:

1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?

2. In providing needed experiental background for increased perceptual and intellectual development?

3. In providing rewarding contacts with many cultural and enrichment offerings in the area?

class discussion, student research, class projects, etc. Follow-up activities included class discussion and evaluation, art work, writing stories and reports relevant to what had been seen or done, library and reference work, and specific follow-up lessons.

Subjects

Many of the disadvantaged youngsters in the target area schools live under impoverished or semi-impoverished conditions. Parents of these children have little or no financial reserves to provide the variety of cultural experiences which are common in the lives of children from more advantaged neighborhoods. Because of this fact, few of these children have had much opportunity to enjoy first-hand cultural experiences requisite for full and healthy personal and intellectual development. The number of students who participated in this program will be found in the FINDINGS section of this report.

Evaluation Instruments

Staff Questionnaires: Questionnaires covering the several activities of the ESEA project were designed to elicit reactions from school staff members involved in the program. These questionnaires were completed in April, 1967, by elementary principals and vice principals, elementary teachers, junior high principals, junior high teachers, junior high counselors, senior high teachers, and parochial school principals. Each of these questionnaires, with response totals and percentages, will be found in Appendix I. A section of each questionnaire pertaining to the cultural enrichment program has been extracted for use herein as an evaluation device for this program.

Cultural Enrichment Activities: At the conclusion of each activity, the teacher or teachers involved submitted an evaluation of the activity to the coordinator of the cultural enrichment program. These evaluations included an indication of the type of activity, the number of students involved, the preparation and follow-up activities undertaken, and a statement of the value of the activity for the involved group of students. Cultural enrichment activities were designated as being in one of two groups--Study Tours or On-Site Activities--with each group having the following specific categories:

1. Fine Arts (Symphony, ballet, opera, art museums, etc.)
2. Business, Industry, and Government (Offices, court house, state capitol, farms, airports, and port facilities, etc.)
3. Science and Historical (Museums, science halls, missions, nature areas, etc.)
4. Schools and Colleges (Visits to other schools, college campuses, etc.)
5. Other Instructional (Community tours, parks, zoos, selected movies, etc.)
6. Recreational (Athletic events, selected movies, etc.)

Refer to the FINDINGS section of this report for tabulations of students participating in these activities.

Frequencies and percentages of responses of the elementary administrators and teachers are presented in Table 1.

TABLE 1

Frequencies and Percentages of Responses of Elementary School Principals and Vice Principals (N=15) and Teachers (N=283) Evaluating the Cultural Enrichment Program

Question		Much-Some Effect		Little-No Effect		Don't Know		No Response	
		N	%	N	%	N	%	N	%
Study Tours									
1. Increasing understanding of the community?	Principals	15	100.						
	Teachers	253	89.4	12	4.2	15	5.3	3	1.1
2. Providing experiential background?	Principals	15	100.						
	Teachers	256	90.5	9	3.2	14	4.9	4	1.4
3. Providing contacts with cultural offerings?	Principals	15	100.						
	Teachers	252	89.0	11	3.9	17	6.0	3	1.1
On-Site Activities									
1. Increasing understanding of the community?	Principals	13	86.7	2	13.3				
	Teachers	202	71.4	37	13.1	38	13.4	6	2.1
2. Providing experiential background?	Principals	15	100.						
	Teachers	221	78.1	28	9.9	29	10.2	5	1.8
3. Providing contacts with cultural offerings?	Principals	14	93.3	1	6.7				
	Teachers	213	75.3	31	10.9	32	11.3	7	2.5

It will be observed from Table 1 that the response of both principals and teachers are notably positive. It is also evident that both the principals and teachers considered the Study Tours to be somewhat more effective than the On-Site activities.

Tables 2 and 3 present a composite picture of the extent of elementary school participation in the Study Tour and On-Site activity phases of the cultural enrichment program. The data are presented for each of the six categories previously described in this report. Table 2 will be found on the following page.

TABLE 2

Study Tours - Elementary

Number of Tours, Number of Students, and Percentages of
Target Population Participating in
Cultural Enrichment Study Tours

Type of Study Tour	Number of Tours	Number of Students*	Percent of Target Population** (N=7917)
Fine Arts	96	4,113	52.0
Business, Industry, and Government	60	2,134	26.9
Science and Historical	194	6,706	84.7
Schools and Colleges	13	583	7.4
Other Instructional	72	2,757	34.8
Recreational	33	1,741	22.0
Total	468	18,034	227.8

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

It will be observed that over 18,000 elementary students participated in 468 Study Tours during the 1966-67 school year. Since the number of students is not an unduplicated count, the figure represents 227.8% of the elementary target school population, or an average of approximately 2.3 tours per student. Tours of a Science and Historical nature predominated, yet substantial numbers of tours in each of the other categories are evident.

TABLE 3

On-Site Activities - Elementary

Number of Activities, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment On-Site Activities

Type of Activity	Number of Activities	Number of Students*	Percent of Target Population** (N=7917)
Fine Arts	41	10,824	136.7
Business, Industry, and Government	-	-	-
Science and Historical	6	1,511	19.1
Schools and Colleges	-	-	-
Other Instructional	3	213	2.7
Recreational	-	-	-
Total	50	12,548	158.5

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

The data in Table 3 indicates that the 50 On-Site cultural enrichment activities involved a total of 12,548 elementary students, or 158.5% of the elementary school target population. The percentage figure represents an average of approximately 1.6 activities per student for the year. The bulk of the activities were reported as having a Fine Arts orientation, while the remainder were of a Science and Historical or Other Instructional .ture.

The reader should keep in mind that the figures for the number of students and percentage of target population presented in Tables 2 and 3 represent the total number of students involved in these activities and are not based upon unduplicated counts. It is evident from this observation that many students participated in more than one activity, while some students did not have the opportunity to take part in the cultural enrichment program.

Elementary Parent Interviews

The parents of 197 elementary target area school children responded in the following manner to the five questions related to cultural enrichment asked of them in the interview:

1. "What about trips? How many field trips has your child gone on with this class since beginning school in September?"

		N	%
a.	0	4	2.0
b.	1 to 2	44	22.3
c.	3 to 4	100	50.8
d.	5 to 6	30	15.2
e.	More than 6	14	7.1
f.	Don't Know	4	2.0
	(No Response)	1	.5
	Total	197	99.9

2. "If one or more (from above): How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?"

		N	%
a.	Very Valuable	150	79.8
b.	Somewhat Valuable	24	12.8
c.	A Little Valuable	6	3.2
d.	Of No Value	5	2.7
e.	Don't Know	1	.5
	(No Response)	2	1.1
	Total	188	100.1

3. "How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, or should there be fewer of these trips?"

		N	%
a.	Should be many more	33	16.6
b.	Should be a few more	49	24.9
c.	About right now	98	49.7
d.	Should be fewer	4	2.0
e.	Don't Know	8	4.1
	(No Response)	5	2.5
		197	99.8

4. "Has (student's name) class been on any trips together with students of other schools of Oakland?"

		N	%
a.	Yes	30	15.2
b.	No	80	40.6
c.	Don't Know	86	43.7
	(No Response)	1	.5
	Total	197	100.0

5. "If YES (to above): Would you say (student's name) enjoyed these trips very much, some, a little, or would you say (he) (she) didn't enjoy them?"

		N	%
a.	Enjoyed very much	28	93.3
b.	Enjoyed some	1	3.3
c.	Enjoyed a little	-	-
d.	Didn't enjoy	1	3.3
e.	Don't Know	-	-
	Total	30	99.9

It will be observed from interview question 1 that 97.9% of the elementary parents indicated that their youngsters had gone on one or more trips, with 75.6% indicating the number of trips to be three or more. The response of those parents who indicated that their children had gone on one or more trips shows, in question 2, that they generally consider the trips to be a valuable experience.

Question 3, related to the adequacy of the number of trips, indicates that 41.5% of the parents felt there should be more trips, while 49.7% felt that the number of trips was adequate at the level provided.

Responses to question 4 (trips with students of other Oakland schools) are noticeably less positive than the responses to questions 1-3. The 43.7% Don't Know response illustrates the need to more adequately inform parents of this phase of the cultural enrichment program. Of the 30 parents responding affirmatively to question 4, 28 (93.3%) felt, in question 5, that their children very much enjoyed these experiences.

Junior and Senior High Staff Questionnaires

Each of the three ESEA junior high school principals, 43 (97.7%) of the 44 junior high teachers, and 10 (90.9%) of the 11 senior high teachers involved in the ESEA project responded to the following questions related to the cultural enrichment program:

How much effect has the Cultural Enrichment program had in providing students with:

1. An increased understanding and awareness of the broad economic and cultural fabric of the community?

2. Needed experiential background for increased perceptual and intellectual development?

3. Rewarding contacts with the many cultural and enrichment offerings in the area?

4. An increased awareness of possible alternatives in the vocational sphere above and beyond the unskilled stratum?

5. Expanded contact with business and industrial enterprises throughout the area?

6. Increased awareness of opportunities for educational and economic betterment?

7. Opportunities to share enriching experiences with children of other races, nationalities, and socio-economic backgrounds?

The responses of the secondary school staff members are presented in Table 4. Table 4 will be found on page

It will be observed from Table 4 that the response of both principals and teachers is, with few exceptions, generally positive, with the bulk of responses in the Some-Much Effect category. Exceptions to this pattern will be observed for questions 5 and 7, related to contact with business and industry and experience with other races and nationalities. In these two areas, there are substantial numbers of responses in the Little-No Effect and Don't Know categories, indicating the potential need for further emphasizing activities of this nature.

Junior and Senior High Study Tours and On-Site Activities

Tables 5, 6, 7, and 8 present a composite picture of the extent of participation of junior and senior high school students in the Study Tour and On-Site Activity phases of the cultural enrichment program.

TABLE 4

Frequencies and Percentages of Responses of Junior High School Principals and Teachers and Senior High School Teachers Evaluating the Cultural Enrichment Program

Question		Some - Much Effect		Little-No Effect		Don't Know		No Response		Total
		N	%	N	%	N	%	N	%	N
1. Increased understanding of the community?	Jr. High Principals	2	66.7			1	33.3			3
	Jr. High Teachers	26	60.5	11	25.6	6	13.9			43
	Sr. High Teachers	9	90.0			1	10.0			10
2. Providing experiential background?	Jr. High Principals	3	100							3
	Jr. High Teachers	32	74.4	4	9.3	7	16.3			43
	Sr. High Teachers	9	90.0			1	10.0			10
3. Contacts with cultural offerings?	Jr. High Principals	3	100							3
	Jr. High Teachers	31	72.1	6	13.9	6	13.9			43
	Sr. High Teachers	9	90.0			1	10.0			10
4. Increased vocational alternatives?	Jr. High Principals	2	66.7			1	33.3			3
	Jr. High Teachers	21	48.8	11	25.6	11	25.6			43
	Sr. High Teachers	5	50.0	3	30.0	2	20.0			10
5. Expanded contact with business and industry?	Jr. High Principals	2	66.7	1	33.3					3
	Jr. High Teachers	17	39.5	11	25.6	15	34.9			43
	Sr. High Teachers	4	40.0	2	20.0	3	30.0	1	10.0	10
6. Awareness of educational and economic opportunities?	Jr. High Principals	3	100							3
	Jr. High Teachers	26	60.5	11	25.6	7	16.3			43
	Sr. High Teachers	6	60.0	2	20.0	2	20.0			10
7. Experiences with other races and nationalities	Jr. High Principals	1	33.3	2	66.7					3
	Jr. High Teachers	11	25.6	22	51.2	10	23.3			43
	Sr. High Teachers	2	20.0	6	60.0	2	20.0			10

TABLE 5

Study Tours - Junior High

Number of Tours, Number of Students, and Percentages
of Target Population Participating in
Cultural Enrichment Study Tours

Type of Study Tour	Number of Tours	Number of Students*	Percent of Target Population** (N=2723)
Fine Arts	32	1,826	67.1
Business, Industry, and Government	3	93	3.4
Science and Historical	9	525	19.3
Schools and Colleges	4	226	8.3
Other Instructional	11	890	32.7
Recreational	9	1,112	40.8
Total	68	4,672	171.6

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

It will be observed that 171.6% of the junior high target area student population participated in some form of cultural enrichment Study Tour. This figure represents an average of approximately 1.7 tours per student. Tours of a Fine Arts nature predominated; however, there was some diversity in the types of tours as evidenced by the entries in each category.

TABLE 6

On-Site Activities - Junior High

Number of Activities, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment On-Site Activities

Type of Activity	Number of Activities	Number of Students*	Percent of Target Population** (N=2723)
Fine Arts	3	1,572	57.7
Business, Industry, and Government	-	-	-
Science and Historical	1	600	22.0
Schools and Colleges	7	2,160	79.3
Other Instructional	8	2,298	84.4
Recreational	-	-	-
Total	19	6,630	243.4

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

Examination of Table 6 shows that 6,630 junior high school students participated in 19 On-Site enrichment activities. The 243.4% of target area population figure represents an average of approximately 2.4 activities per pupil. The possible need for further diversification of activities is indicated by the dearth of activities in the area of Business, Industry, and Government.

TABLE 7

Study Tours - Senior High

Number of Tours, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment Study Tours

Type of Study Tour	Number of Tours	Number of Students*	Percent of Target Population (N = 975)
Fine Arts	10	751	77.0
Business, Industry, and Government	-	-	-
Science and Historical	2	100	10.3
Schools and Colleges	-	-	-
Other Instructional	2	113	11.6
Recreational	-	-	-
Total	14	964	98.9

* Figures do not represent unduplicated count

At the senior high school level, 10 of the 14 tours were of a Fine Arts nature, while the remaining four tours were evenly divided between Science and Historical and Other Instructional. The 14 tours involved 964 students, or 98.9% of the senior high school target population. It is apparent that each senior high school student had the opportunity to participate in no more than an average of one tour.

TABLE 8

On-Site Activities - Senior High

Number of Activities, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment On-Site Activities

Type of Activity	Number of Activities	Number of Students	Percent of Target Population** (N=975)
Fine Arts	6	1,744	178.9
Business, Industry, and Government	1	900	92.3
Science and Historical	-	-	-
Schools and Colleges	-	-	-
Other Instructional	-	-	-
Recreational	-	-	-
Total	7	2,644	271.2

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

On-Site activities at the senior high school were limited to Fine Arts and Business, Industry, and Government, with six of the seven activities being in the area of Fine Arts. The seven On-Site activities did include 2,644 students, or about 2.7 activities per student in the senior high target population.

The reader should again keep in mind that the figures for the number of junior and senior high school students participating in Study Tour and On-Site activities represent duplicated total counts. Therefore, it is evident that some students participated in more than one activity, while others may not have participated at all.

Junior and Senior High Parent Interviews

The 94 junior high school and 45 senior high school parents interviewed responded in the following manner to the questions they were asked related to cultural enrichment activities:

1. "What about trips? How many field trips has your child gone on with his class since beginning school in September?"

	Junior High		Senior High	
	N	%	N	%
a. 0	14	14.9	7	15.6
b. 1 to 2	32	34.0	14	31.1
c. 3 to 4	33	35.1	17	37.8
d. 5 to 6	6	6.4	5	11.1
e. More than 6	4	4.3	1	2.2
f. Don't Know	5	5.3	1	2.2
Total	94	100.0	45	100.0

2. "If one or more (to above): How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?"

	Junior High		Senior High	
	N	%	N	%
a. Very Valuable	51	68.0	27	73.0
b. Somewhat Valuable-	16	21.3	7	18.9
c. A Little Valuable-	6	8.0	1	2.7
d. Of No Value	1	1.3	1	2.7
e. Don't Know	1	1.3	-	-
(No Response)	-	-	1	2.7
Total	75	99.9	37	100.0

3. "How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, or there should be fewer of these trips?"

	Junior High		Senior High	
	N	%	N	%
a. Should be Many More	20	21.3	6	13.3
b. Should be a Few More	22	23.4	13	28.9
c. About Right Now	39	41.5	16	35.6
d. Should be Fewer	2	2.1	1	2.2
e. Don't Know	7	7.4	6	13.3
(No Response)	4	4.3	3	6.7
Total	94	100.0	45	100.0

4. "Has there been any change in the number of special assemblies or class programs (your child) has attended this spring as compared to last fall?"

	Junior High		Senior High	
	N	%	N	%
a. Yes	26	27.7	10	22.2
b. No	36	38.3	8	17.8
c. Don't Know	32	34.0	26	57.8
(No Response)	-	-	1	2.2
Total	94	100.0	45	100.0

5. "If Yes (to above): Well, how valuable do you feel these programs have been?"

	Junior High		Senior High	
	N	%	N	%
a. Very Valuable	16	61.5	6	60.0
b. Somewhat Valuable-	5	19.2	3	30.0
c. A Little Valuable-	3	11.5	1	10.0
d. Of No Value	-	-	-	-
e. Don't Know	2	7.7	-	-
Total	26	99.9	10	100.0

Examination of the responses to the interview questions shows the same basic response patterns for both the junior and senior high parents.

Responses to question 1 show that approximately 80% of both the junior and senior high parents indicated that their youngsters had gone on one or more trips, with nearly 50% of each group indicating the number of trips to be three or more. The fact that the trips were considered to be a valuable experience is evidenced by the 89.3% junior high and 91.9% senior high responses in the Somewhat and Very Valuable categories of question 2.

The responses to question 3, related to the adequacy of the number of trips, indicates a near equal division between those parents who felt there should have been more trips and those who felt the provided number of trips to be adequate.

Although the affirmative responses to question 4, dealing with On-Site cultural activities, is somewhat modest, those parents who did respond in an affirmative manner strongly indicated (in question 5) that the programs were valuable.

Parochial Principal Questionnaire

Table 9 presents the responses of the seven ESEA parochial school principals to the same set of questions related to cultural enrichment as asked of the junior and senior high school staffs.

TABLE 9

Frequencies and Percentages of Responses of Parochial School Principals Evaluating the Cultural Enrichment Program (N=7)

	Some-Much Effect		Little-No Effect		Don't Know		No Response	
	N	%	N	%	N	%	N	%
1. Increased understanding of the community?	5	71.4	1	14.3	-	-	1	14.3
2. Providing experiential background?	4	57.1	2	28.6	-	-	1	14.3
3. Contacts with cultural offerings?	5	71.4	1	14.3	-	-	1	14.3
4. Increased vocational alternatives?	2	28.6	2	28.6	1	14.3	2	28.6
5. Expanded contact with business and industry?	3	42.9	2	28.6	1	14.3	1	14.3
6. Awareness of educational and economic opportunities?	3	42.9	3	42.9	-	-	1	14.3
7. Experiences with other races and nationalities?	3	42.9	2	28.6	1	14.3	1	14.3

The parochial principals' responses to questions 1, 2, and 3 (related to understanding the community, providing background, and contacts with cultural offerings) are notably positive. Generally strong support has been registered for contacts with business and industry, awareness of educational and economic opportunities, and experiences with other races and nationalities. The diversity of responses to question 4, related to increased vocational alternatives, indicates a need for further investigation in this area.

Parochial School Study Tours and On-Site Activities

Tables 10 and 11 show the extent to which parochial school students participated in the Study Tour and On-Site activity phases of the cultural enrichment project.

TABLE 10

Study Tours - Parochial

Number of Tours, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment Study Tours

Type of Study Tour	Number of Tours	Number of Students*	Percent of Target Population** (N=1210)
Fine Arts	19	1,237	102.2
Business, Industry, and Government	10	378	31.2
Science and Historical	29	1,663	137.4
Schools and Colleges	3	145	12.0
Other Instructional	2	82	6.8
Recreational	5	204	16.9
Total	68	3,709	306.5

* Figures do not represent unduplicated count
** Figures can be in excess of 100% due to multiple student participation

It will be observed that 3,709 parochial school students took part in 68 cultural enrichment Study Tours funded by ESEA Title I. This number of students represents 306.5% of the parochial school target population and, in addition, indicates that each parochial school student participated in an average of approximately 3.1 tours. Of the 68 tours, 58 were of a Science and Historical, Business, Industry, and Government, and Fine Arts nature, while the remaining ten tours were either in the categories of Schools and Colleges, Other Instructional, or Recreational.

TABLE 11

On-Site Activities - Parochial

Number of Activities, Number of Students, and Percentages of Target Population Participating in Cultural Enrichment On-Site Activities

Type of Activity	Number of Activities	Number of Students*	Percent of Target Population (N=1210)
Fine Arts	12	300	24.8
Business, Industry, and Government	-	-	-
Science and Historical	-	-	-
Schools and Colleges	-	-	-
Other Instructional	-	-	-
Recreational	-	-	-
Total	12	300	24.8

* Figures do not represent unduplicated count

It will be observed from Table 11 that 300 parochial school students participated in 12 On-Site cultural enrichment activities. The fact that all 12 of these activities were in the area of Fine Arts indicates the possible desirability of greater diversification of activities to better meet the needs of disadvantaged youngsters.

Adequacy of the Elementary and Junior High School Cultural Enrichment Program

A section of each of the elementary and junior high school staff questionnaires asked the respondents to indicate their opinions of the adequacy of the Study Tour and On-Site activity phases of the ESEA cultural enrichment program. Responses of the staff members queried appear in Tables 12 and 13.

TABLE 12

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Cultural Enrichment Study Tour Activities

Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	N	%	N	%	N	%	N	%	N	%	
1. Elementary Principals and Vice Principals			9	60.0	6	40.0					15
2. Elementary Teachers	1	0.4	70	24.7	187	66.1	15	5.3	10	3.5	283
3. Junior High Principals			3	100							3
4. Junior High Teachers			8	18.6	33	76.7	1	2.3	1	2.3	43
5. Junior High Counselors	2	13.3	6	40.0	5	33.3	1	6.7	1	6.7	15
Total	3	.8	96	26.7	231	64.3	17	4.7	12	3.3	359

Although 64.3% of the total group indicated that more Study Tour activities were needed, some interesting differences are noteworthy. Both the elementary and junior high school administrators generally felt the level of service provided for Study Tours was adequate. The elementary and junior high school teachers strongly supported the need for more service in this area. The diverse responses of the junior high school counselors are inclusive, although more of them responded in the Present Service Adequate category than in any other single area.

TABLE 13

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Cultural Enrichment On-Site Activities

Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Elementary Principals and Vice Principals			9	60.0	6	40.0					15
2. Elementary Teachers	4	1.4	52	18.4	203	71.7	19	6.7	5	1.8	283
3. Junior High Principals			3	100.							3
4. Junior High Teachers	1	2.3	8	18.6	32	74.4	1	2.3	1	2.3	43
5. Junior High Counselors	1	6.7	3	20.0	7	46.7	3	20.0	1	6.7	15
6. Total	6	1.7	75	20.9	248	69.1	23	6.4	7	1.9	359

The pattern of responses for the On-Site activities is similar to that for the Study Tours. Here again the elementary and junior high school administrators felt that the level of service provided was adequate, while the teachers at both levels felt the need for more cultural enrichment activities at the school site. The reactions of the counselors are again spread across the scale; however, nearly half of them indicated the need for more On-Site activities.

SUMMARY AND RECOMMENDATIONS

In view of the FINDINGS of this report, there is strong evidence that the cultural enrichment program was successful in its major objective--that of providing culturally disadvantaged youngsters with enriching experiences which, to many, were never before available. Under this program, students had the opportunity to attend such activities as symphony, ballet, and theatrical performances, as well as take part in trips to business, industrial, and governmental sites, historical and geographical points of interest, science halls, port facilities, etc. In addition, similar activities at the schools were available for student participation. All of these activities have provided ESEA elementary, secondary, and parochial school students with the type of experiential background necessary for further expansion of their personal and intellectual development.

Both school personnel and parents strongly supported the major phases of the program, generally indicating that it had been a valuable asset to the disadvantaged youngsters of the target area schools.

It is evident, from the number of students served and the types of activities in which they were involved, that even more students could be included in this program and the nature of the activities could be somewhat more diversified than was evidenced this year.

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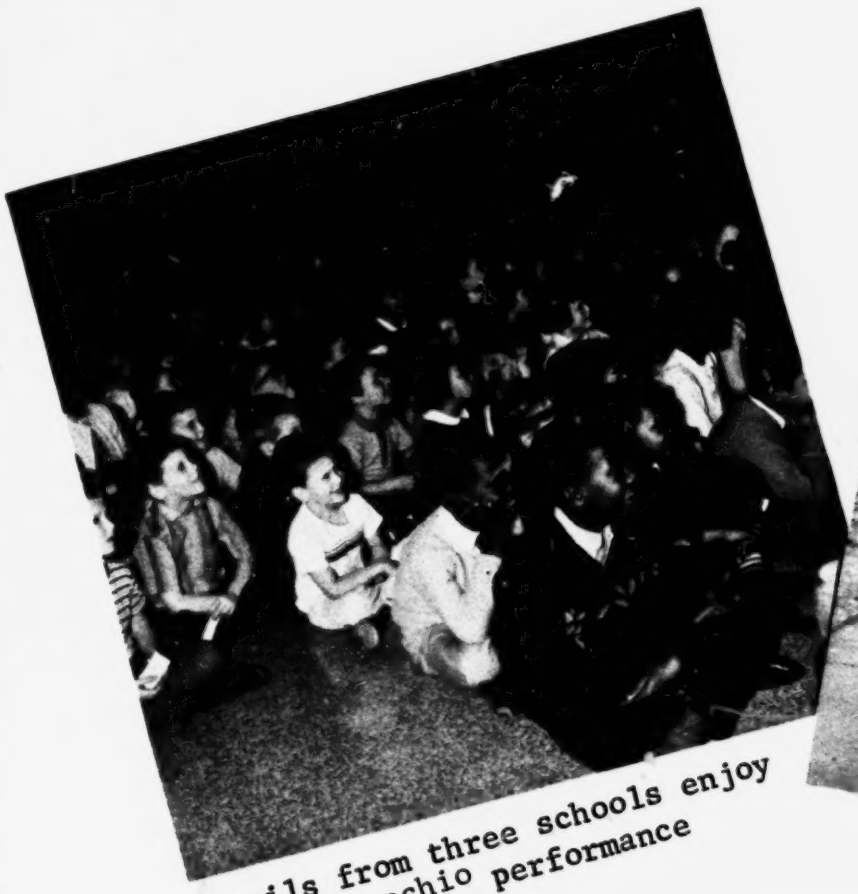

Pupils from three schools enjoy Pinocchio performance

Pupils arrive at school

CHAPTER IV

EVALUATION OF INTEGRATION MODEL PROJECT

Pupils admire each other's costumes

EVALUATION OF INTEGRATION MODEL PROJECT

INTRODUCTION

The Oakland Unified School District is committed to quality education and to equal educational opportunities for all students. It recognizes that one of the most pressing problems in urban education today is the complex issue of de facto segregation and its corollaries of misunderstanding, indifference, frustration, and distrust. As a part of Oakland's total ESEA Title I program this year the Integration Model (IM) project was established as an additional approach to the district's program for providing increased opportunities for integrated education experiences for students. The IM project provided a means for studying some of the effects of increased racial, cultural, and socio-economic integration in a limited setting so that guidance could be provided to the district in the development of further patterns for integration programs.

The following program objectives guided the development and operation of the IM project:

1. To provide free transportation via chartered bus services for approximately 360 students in grades one-six, who reside in neighborhoods served by three over-crowded "sending" schools so that they could attend any one of seven selected under-capacity "receiving" schools.

2. To stimulate the educational achievement growth of project pupils beyond their apparent base learning rate observed at the start of the project year.

3. To assist "receiving" school attendance area pupils in maintaining or increasing the apparent pre-project base learning rate.

4. To provide in-class and out-of-class opportunities for shared experiences so that the transported pupils would be assimilated into their new school environment and be accepted by their classmates.

5. To provide a series of cultural enrichment-exchange activities that would be shared by integrated school populations and to provide instructional programs that would not only accommodate the needs of the students from the "sending" schools, but also programs that could be shared by those students in the "receiving" schools who have similar educational needs.

6. To stimulate the age-appropriate social-motivational development of the transported and "receiving" school attendance area pupils.

7. To enlarge the understanding of receiving school personnel and community concerning the educational and social emotional needs of minority group children in general and the IM pupils in particular through full use of the district's Department of Urban Educational Services Office of Human Relations.

The district's Title I proposal provided for 360 students to be included in the program during the 1966-67 school year. Despite a vigorous "recruitment campaign" in the "sending" school communities during the summer and early fall of 1966, applications were received for slightly less than one half of the total number of openings available in the "receiving" schools. However, by late spring the openings for the 1967-68 school year program had been fully subscribed.

PROCEDURE

Subjects

The project was designed to accommodate 360 pupils. This enrollment goal was based upon: the overall anticipated classrooms in the seven "receiving" schools; the number of Negro children regularly enrolled in the "receiving" schools; and the total school enrollment in each of the seven "receiving" schools.

Efforts to reach the enrollment goal began in late spring of 1966 and continued during the summer and fall of 1966. In order to encourage enrollment in the program, announcements concerning the project were posted in the three "sending" school attendance areas; various news media were employed to publicize details of the project; and members of the school district's Office of Human Relations as well as attendance area parents made home visitations in the "sending" school communities.

The criteria utilized in pupil selection and participation were as follows:

1. Participation in the project was open to all "sending" school area children except those entering kindergarten (because of bus scheduling and distance traveled) and children in special programs (EMR, SMR, EH) because of facility and program limitations.

2. On a first-come, first-served basis, parents of "sending" school pupils had the opportunity of choosing "receiving" schools by indicating order of preference. First choice was honored whenever possible.

3. "Sending" schools were not restricted to individual quotas but the total quota (360) for the three "sending" schools was set for an equitable distribution of applications.

The largest proportion of the children were enrolled by the beginning of the 1966-67 school year. As of October 14, 1966, the number of children enrolled was 166. By the end of the fall semester when the enrollment picture appeared to be stabilized, enrollment in the project was closed with 168 children participating. Numbers of children participating by grade level at the end of the school year are presented in Table 1.

TABLE 1

Numbers of Integration Model Students by Grade Level

Grade Level	Number	Percent
1	23	13.7
2	21	12.5
3	25	14.9
4	29	17.3
5	35	20.8
6	35	20.8
Total	168	100.0

Project Operation: Administration

Meetings with the "receiving" school principals and initially with the three "sending" school principals were conducted by the coordinator of the Office of Human Relations at approximately monthly intervals.

Also in regular attendance at these meetings were the three members of the Office of Human Relations assigned to each "receiving" school, the Research Department member assigned to the project and the ESEA coordinator. Later, the General ESEA Supervisor along with the general supervisors regularly assigned to the "receiving" schools also attended these administrative meetings.

At these meetings, during the fall and early semester, topics discussed tended to be concerned mainly with:

1. Procedures for continuous recruitment of children from the "sending" schools along with relative matters of mounting class size

2. Issues surrounding the transportation service (scheduling, adult supervision on the buses, efforts being made to secure regular bus drivers)

3. Plans and procedures for developing and initiating the cultural enrichment exchange services

4. Out-of-class behavior of children--especially during recess and lunch periods

5. Review and selection of multi-ethnic instructional materials

6. Need for and planning of in-service education of school personnel in the area of inter-group relations

7. The extent of the need for and the type of remedial instruction service required for the transported pupils

During the latter part of the spring semester, the above topics continued to be discussed with varying frequency. Experiences stemming from the transportation services were discussed most often throughout the year.

Members of the Office of Human Relations (OHR) assigned a part of their weekly staff meetings to discussions of the several dimensions of the project. All"receiving"schools took part in inter-group relations oriented in-service meetings. The latter activity, a two-day, early-dismissed workshop, included a talk by Superintendent of Schools and an invited Keynote speaker from San Francisco State College. Also developed at the weekly OHR staff meeting, and further discussed at one of the first monthly administrative meetings, were plans for an initial progress report meeting involving the principals of the "sending" and "receiving" schools and the parents of the transported pupils. The meeting was held in October at one of the three "sending" schools.

The OHR staff, as coordinators of the project, frequently discussed, developed, and carried out plans for dealing with issues surrounding the transportation services. Details concerning bus schedules, bus personnel, pupil behavior, and adult supervision required a considerable amount of OHR weekly and administrators' monthly meeting time. While problems related to bus scheduling and behavior of children on the bus occurred with greatest frequency during the first part of the year, they tended to persist with varying degrees of intensity throughout the year. Both problem areas stemmed, in large measure, from the situation of frequent changes of bus drivers.

To a considerable extent, the bus behavior problems were largely alleviated by the adult supervision afforded by parent aides and parents of transported children who volunteered their time. Initially set up by the OHR staff; this program of adult bus supervision was later coordinated to a great extent by the "sending" school parents themselves. Had there been funds for providing year-long adult supervision (necessitated by the frequency of bus driver changes) to supplement the excellent though limited supervision provided by the parents, bus behavior control would have been far less of a nagging problem for all concerned.

Services to "Receiving" Schools

In order to facilitate the integration process in the seven "receiving" schools a number of additional services, not previously available to these schools, were provided. These services were as follows:

1. Members of the school district's Office of Human Relations assisted in the coordination of cultural enrichment exchange activities and provided leadership in the development of school-site human relations committees and school-community councils.

2. Budget was provided for a series of inter-school visits and cooperatively scheduled field trips by each of the seven "receiving" schools. These activities were coordinated by the OHR staff member assigned to the school. The essential purpose of these trips and visits was to provide the participating staff and pupils opportunities for increased human-relations-oriented interaction. This interaction was facilitated by pre-planning for the activity itself and a follow-up review. This program was facilitated by the availability of transportation service on a full-day basis.

3. Three remedial instruction teachers were provided to give assistance in reading and other basic skill areas to students needing this service in the seven "receiving" schools.

4. In-service activities of two types were provided. First, school site meetings were scheduled in cooperation with OHR staff members, with varying frequency throughout the year. Topics centered on ways of better understanding the cultural and economic backgrounds of the IM students as well as on strategies for implementing human relations activities within the classroom and among pupils within and between schools. The second type of in-service opportunity was provided through a two-day early-release-time conference for personnel in all of the "receiving" schools.

Evaluation Design

In order to study possible differential achievement levels and rates for IM pupils a three-group study design was developed. The three basic groups were:

1. The IM students
2. A sample of "sending" school students having characteristics similar to those of the IM students but who chose not to take advantage of the IM program
3. A sample of students in the receiving schools demonstrating achievement patterns similar to those of the IM students. Pupils in the two additional study groups were paired with IM students using grade, sex, age, and reading test results as controls.

Purposes for the evaluation design employed were:

1. To assess at grades 2-6 some of the possible effects in measured reading achievement and learning aptitudes on pupils participating in the IM project by comparing their tested performance with those of the two comparison groups.

2. To study, at grades 3-6, selected aspects of the social patterning operating in the receiving school classrooms to which the IM study group had been assigned.

3. To study, at grades 1-6, teacher perceptions of selected aspects of the IM study group's school learning and social behavior.

4. To assess "receiving" school staff perceptions of selected aspects of the IM project.

5. To study the perceptions of "sending" and "receiving" school parents to selected aspects of the IM project.

Instruments

Standardized Tests: To assess pre-post achievement and learning aptitude within and among the "sending" and "receiving" study groups standardized tests were administered as indicated in Table 2 (see next page).

TABLE 2

Summary of IM Project Standardized Tests Schedule

Grade	Test	Pre Test			Post Test		
		Level	Form	Date	Level	Form	Date
2	Kuhlman Anderson IQ		B	Oct '66		B	May '67
	Stanford-Word Rdg Paragraph Mng	Prim I	W	May '66	Prim II	W	May '67
3	Stanford-Word Mng Paragraph Mng	Prim II	W	May '66	Prim II	X	May '67
4	Kuhlman Anderson IQ		CD	Oct '66		CD	May '67
	Metropolitan Rdg Vocab						
	Reading	Elem	C	Oct '66	Elem	A	May '67
5	SCAT Verbal	5	A	Oct '66	5	B	May '67
	STEP Reading	4	A	Oct '66	4	B	May '67
6	Lorge-Thorndike IQ Verbal & Non Verbal	D	I	Oct '66	D	I	May '67
	Stanford Word Mng Paragraph Mng	Int II	W	Oct '66	Int II	X	May '67

Sociometric Data: To approach the study of selected aspects of the social patterning within the classrooms to which the IM participants were assigned the Sociometric test question: "What are the names of three boys and girls you would most like to sit near?" was given to children in grades 3 - 6. It was explained to the pupils that a new seating arrangement was the purpose for which they were indicating their choice. The test situation was administered in February, 1967, and again in May, 1967.

Pupil Behavior Rating Scale: To study pre-post project changes in selected aspects of the IM pupil behavior, a rating scale was devised on which teachers recorded their perceptions of pupil changes they had observed. A copy of the rating scale used will be found in Appendix IV-B.

Staff Questionnaires: To sample staff opinion concerning their views of selected aspects of the project, a questionnaire was designed and administered to all staff members who had administrative or teaching responsibilities for the IM pupils of the project. Copies of these questionnaires will be found in Appendix IV-B.

Parent Interview Schedules: To sample "receiving" and "sending" school parent opinions concerning their views of the salient features of the project, two interview schedules relevant to these populations were developed and administered. See samples of these schedules in Appendix IV-B.

Analysis of Data

Standardized Tests: Multivariate within and among groups analyses were

performed for the three study groups. Since members of two of the study groups, "receiving" and "sending" pupils, were paired with the IM pupils (on pre-project reading comprehension scores) use was made of the correlated samples formulae for all of the one-way analyses of variance and covariance computed. The procedure followed was to compute an analysis of variance on the pre-project test data. If the F ratios were non-significant at the .05 level, there was no need statistically to equate the groups further beyond what had been accomplished by pairing; therefore, simple one-way analyses of variance were computed on the post-project data. Where the analyses of variance on the pre-project data were significant--that is, pairing had not resulted in equated pre-project study groups, they were equated statistically using the analysis of covariance technique.

An assumption underlying both variance and covariance analyses, homogeneity of variance, was tested and found to hold for all study group data except one (grade 5 SCAT; F mx = 2.70, $P < .01$). In the case of the covariance analysis the assumption of linearity of the common regression line was tested and found to hold for all study group data. Because a basic assumption of variance and covariance analyses (randomization of the individuals and/or groups to the experiences under study) could not be fulfilled, the results reported below must necessarily be viewed as suggestive within approximate levels of chance.

Sociometric Data: The focus on these results was upon the number of choices received. Comparisons of the distribution of the number of choices received by the various groups in February and again in May were analyzed in terms of the cumulative proportions using the Kolmogorov Smirnov Chi Square test.

Subjective Data: Ratings by staff of IM pupil behavior; staff and parent opinions are reported in terms of response frequencies and percentage conversions. Chi square tests for certain segments of these data were computed and are reported at relevant points.

FINDINGS

Objective Test Data

Table 3 presents a summary of the results of the analyses of variance and/or covariance comparing the end-of-year reading achievement and scholastic aptitude (IQ) test results of the three study groups at grades 2-6.[1]

It will be noted that, despite pre test matching of students in the three groups in terms of reading comprehension scores, there were fairly sizable intergroup differences in reading and IQ scores at pre test at grades 3 through 6. The consistent pattern of higher mean scores for the "receiving" school group is a product of the fact that matching could only be approximated within the limited pool of available matches. These pre-test differences between groups have been accounted for in the analyses of post-test results. Statistically adjusted post-test means were determined and the tests of significance (F ratios) of the differences between the adjusted values were determined using the covariance approach to the analysis of variance. The hypothesis under test is that, as a function of the two sets of experiences (IM and general Title I) no differences will be found among the three study groups post-project reading achievement and scholastic aptitude means (the latter for all grades except grade 3).

See Footnote 1 on following page.

Although stated in this definitive fashion, there are numerous sources of influence neither controlled nor randomly distributed in this design that can influence the reported results. Thus the outcomes of these analyses should be interpreted as suggestive of trends. The reader should also bear in mind the sample sizes included at each grade level.

As can be noted in Table 3, the F ratio values indicate that the hypothesis of no significant difference among the study groups' post-project reading achievement and scholastic aptitude means is confirmed for all grades, 2 - 6, for all standardized tests. For the IM and "sending" study groups, these findings can be interpreted to mean that the children remaining in their home (sending) school in which the general Title I ESEA project was operative gained as much as their counterpart who were transported to a new learning environment. Another way of interpreting the findings for the IM children is that in this, the first year of such an experience, they sustained no setback in their achievement growth as a consequence of the distracting factors of a new environment, travel, etc.

There was an overall tendency for the scholastic aptitude means of all three study groups to be higher at the end of the year than at the beginning. Two exceptions were a slight drop in the %ile ranking at grade 5 for the IM group and at grade 6 a non-significant drop in the IQ score mean of the "receiving" school study group.

Increments in mean grade equivalent and percentile rank scores in reading were observed on all subtests and for all study groups in grades 2-6. While some variations within and between grade levels will be noted, no one study group will be observed to have made clearly greater gains than another across grade levels. The magnitude of most of these score increments is of some interest. In most instances students made month-for-month growth over the study period; in some instances the score changes were somewhat smaller. The fact that the students in all three study groups were, on the average, scoring somewhat below actual grade placement at pre test has particular significance here; i.e., rates of progress during the period prior to the study had been somewhat slower than the "month-to-month" growth observed here. Therefore, there is a suggestion that the students of all three groups have progressed at a slightly augmented rate during the study period.

Sociometric Data

The design for analyzing the sociometric responses of the children in the "receiving" school classes utilized the following comparisons of the counts of the numbers of times children were chosen:

---

1. The three study groups were: (1) Integration Model participants (IM); (2) "receiving" school matches (RS); and (3) "sending" school matches (SS). Matching was based on sex, CA, grade level, and pre-test reading comprehension scores.

TABLE 3

SUMMARY OF VARIANCE/COVARIANCE ANALYSES OF ACHIEVEMENT AND SCHOLASTIC APTITUDE TEST SCORES FOR THREE MATCHED STUDY GROUPS - INTEGRATION MODEL PROJECT - 1966-67

GRADE	STUDY GROUP*	PRE TEST	POST TEST	N	MEANS PRE	MEANS POST	GRADE EQUIV./IQ/%ILE PRE	GRADE EQUIV./IQ/%ILE POST	GRADE EQUIV./IQ/%ILE DIFF.	ADJUSTED POST TEST MEAN	ANALYSIS VARIANCE/ COVARIANCE
2	SS	KA-B	KA-B	18	93.2	101.3	93.2	101.3	+8.1	106.1	F = .2 (P > .05)
	RS	(10/66)	(5/67)	18	103.1	110.9	103.1	110.9	+7.8	105.3	
	IM			18	97.0	103.9	97.0	103.9	+6.9	104.7	
2	SS	SAT-	SAT-	18	15.5	12.3	1.6	2.1	+ .5	12.6	F = 1.63 (P > .05)
	RS	Word Rdg.	Word Mng.	18	16.3	14.00	1.6	2.5	+ .9	13.8	
	IM	Pri. I, W	Pri. II,W	18	16.00	13.8	1.6	2.5	+ .9	13.7	
		(5/66)	(5/67)								
2	SS	SAT-	SAT-	18	13.5	19.2	1.6	2.1	+ .5	19.6	F = 1.11 (P > .05)
	RS	Para Mng.	Para Mng.	18	14.9	25.2	1.6	2.5	+ .9	24.9	
	IM	Pri. I, W	Pri. II, W	18	14.4	22.9	1.6	2.4	+ .8	22.9	
		(5/66)	(5/67)								
3	SS	SAT-	SAT-	23	12.2	19.7	2.1	3.0	+ .9	19.9	F = 1.50 (P > .05)
	RS	Word Mng.	Word Mng.	23	13.8	22.9	2.5	3.5	+1.0	21.7	
	IM	Pri. II,W	Pri. II, X	23	11.6	20.0	2.1	3.0	+ .9	20.5	
		(5/66)	(5/67)								
3	SS	SAT-	SAT-	23	16.8	32.4	2.0	2.9	+ .9	34.1	F = .21 (P > .05)
	RS	Para Mng.	Para Mng.	23	23.6	37.6	2.4	3.2	+ .8	34.7	
	IM	Pri. II,W	Pri. II,X	23	17.4	31.9	2.0	2.9	+ .9	33.1	
		(5/66)	(5/67)								
4	SS	Metro-	Metro-	25	22.0	29.8	3.5	4.3	+ .8	31.1	F = 1.22 (P > .05)
	RS	Word K	Word K	25	27.4	33.7	4.0	4.9	+ .9	31.2	
	IM	Elem. C	Elem. A	25	22.4	28.2	3.5	4.2	+ .7	29.4	
		(10/66)	(5/67)								
4	SS	Metro-	Metro-	26	17.3	23.7	3.4	4.1	+ .7	25.1	F= 1.02 (P > .05)
	RS	Reading	Reading	26	22.8	28.2	4.1	4.6	+ .5	26.3	
	IM	Elem. C	Elem. A	26	18.7	22.4	3.6	3.9	+ .3	23.0	
		(10/66)	(5/67)								
4	SS	KA-CD	KA-CD	27	96.4	101.2	96.4	101.2	+4.8	103.5	F = 1.05 (P > .05)
	RS	(10/66)	(5/67)	27	102.6	106.3	102.6	106.3	+3.7	103.3	
	IM			27	98.1	101.9	98.1	101.9	+3.8	102.6	
5	SS	STEP	STEP	29	242.2	251.3	29%ile	38%ile	+ 9	251.7	F = .77 (P > .05)
	RS	Reading	Reading	29	255.6	266.7	61%ile	69%ile	+ 8	255.0	
	IM	4A	4B	29	241.8	250.9	29%ile	40%ile	+11	252.7	
		(10/66)	(5/67)								
5	SS	SCAT	SCAT	29	248.0	251.8	24%ile	25%ile	+1	252.6	F = .76 (P>.05)
	RS	5A	5B	29	251.3	256.6	41%ile	44%ile	+3	253.8	
	IM	(10/66)	(5/67)	29	248.1	251.1	24%ile	21%ile	-3	252.5	
6	SS	SAT-	SAT-	29	17.2	21.0	4.7	5.4	+.7	22.1	F = .86 (P>.05)
	RS	Word Mng	Word Mng	29	20.9	25.8	5.4	6.2	+.8	23.6	
	IM	Int II,W	Int II, X	29	17.2	22.2	4.7	5.6	+.9	23.4	
		(10/66)	(5/67)								
6	SS	SAT-	SAT-	29	25.5	27.3	4.9	5.0	+.1	27.8	F = 2.05 (P>.05)
	RS	Para.Mng	Para.Mng	29	27.9	33.1	5.2	5.9	+.7	31.8	
	IM	Int II,W	Int II,X	29	25.0	29.5	4.8	5.4	+.6	3.4	
		(10/66)	(5/67)								
6	SS	Lorge-Thorn	Lorge-	29	94.8	94.9	94.8	94.9	+.1	95.6	F = 2.12 (P>.05)
	RS	IQ (D,1)	Thorn	29	99.9	99.6	99.9	99.6	-.3	97.8	
	IM	(10/66)	IQ (D,2)	29	95.2	95.5	95.2	95.5	+.3	96.3	
			(5/67)								

*SS = "Sending School;" RS = "Receiving School ;" IM= " Integration Model."

No. of Choices Received by:		No. of Choices Received by:
Attendance Area Caucasian, other white	vs.	Integration Model
Attendance Area and Open Enrollment Negro	vs.	Integration Model
Attendance Area Caucasian, other white	vs.	Attendance Area and Open Enrollment Negro

These results are presented for grades 3, 4, 5, and 6 and will be found on Tables 4 - 7 on pages following. Examination of the distribution of choices and X^2 values will reveal the following tendencies:

Grade 3 - (Table 4) A comparison of the numbers of choices received by Caucasians and IM students at the pre-test point reveals no significant differences in the proportion of choices through 4 (times chosen); at post test, the Caucasians were chosen at both the 4 and 5+ levels significantly more frequently than the IM children. Comparison of the IM children's distributions of choices-received with those of attendance area/open enrollment Negro children reveal no differences at the 4-choice level at pre test; there were significant differences between these groups in favor of the attendance area/open enrollment group at the 5-choice level at both pre and post test. Attendance area/open enrollment Negro children were not less frequently chosen than their attendance area Caucasian counterparts. There is a suggestion that the third grade IM children lost ground between February and May; i.e., they were chosen even less often, proportionately, than Caucasian children at that time.

Grade 4 - (Table 5) In February, a greater proportion of IM children were chosen less often (at both the 4 and 5+ levels) than their Caucasian classmates. By May, these differences had faded and were not statistically significant. A similar pattern was observed in the comparison of choices received by attendance area/open enrollment Negroes and those received by the IM children. At neither pre or post test were there statistically significant differences between the 4 or 5+ times-chosen patterns of the attendance area Caucasians and attendance area/open enrollment Negroes. At grade 4, there is a tendency for the IM children to be chosen more frequently at the 4 and 5+ level as the year progressed; i.e., their pattern of choices-received had become more like both the attendance area Caucasians and attendance area/open enrollment Negroes.

Grade 5 - (Table 6) While there were no statistically significant differences the 4 or 5+ times-chosen distributions for the three groups at pre test, at post test IM children and attendance area/open enrollment Negroes had become significantly less frequently chosen in comparison to their Caucasian classmates. Thus, it would appear that the Negro children of both groups had lost some ground in the social patterning dynamics of the classroom.

Grade 6 - (Table 7) When all the above comparisons were made for the sixth grade group, no significant differences were found either for the February data or the May data. Thus the members of one group were chosen as often over the number of choices analyzed as the members of another group.

TABLE 4

SUMMARY STATISTICS FOR SOCIOMETRIC DATA AND X^2_{KS} TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN CUMULATIVE PROPORTIONS OF DESIGNATED SAMPLES

GRADE 3 PRETEST SITUATION 2/67

STUDENTS

Attendance Area Caucasian, Other White — Number of Times Chosen	N	%	Cume%	Integration Model N	%	Cume %	D
0	15	7	7	5	21	21	14
1	40	19	26	5	21	42	15
2	41	20	46	4	17	58	20
3	35	17	63	7	29	87	23
4	27	13	77	3	13	99	22
5/more	47	23	99	—			99
Total	205			24			

Test of difference between cumulative distributions
for choices 0–4 : $X^2_{KS} = 4.51$ $P > .05$
For Choices 0–5+ : $X^2_{KS} = 85.1$ $P < .001$

Attendance Area Negro & Open Enrollment — Number of Times Chosen	N	%	Cume%	Integration Model N	%	Cume %	D
0	2	8	8	5	21	21	13
1	5	20	28	5	21	42	14
2	9	37	65	4	17	58	7
3	3	13	78	7	29	87	9
4	3	13	91	3	13	99	8
5/more	2	8	99	—			99
	24			24			

Test of difference between cumulative distributions
for choices 0–4 : $X^2_{KS} = .8112$ $P > .05$
for choices 0–5+ : $X^2_{KS} = 47.0048$ $P < .001$

Attendance Area Caucasian, Other White — Number of Times Chosen	N	%	Cume%	Attendance Area Negro & Open Enrollment N	%	Cume %	D
0	15	7	7	2	8	8	1
1	40	19	26	5	21	29	2
2	41	20	46	9	37	66	20
3	35	17	63	3	13	78	15
4	27	13	77	3	13	91	14
5/more	47	23	99	2	8	99	0
	205			24			

Test of difference between cumulative distributions
for choices 0–5+: $X^2_{KS} = 3.4368$ $P > .05$

GRADE 3 POST TEST SITUATION 5/67

STUDENTS

Attendance Area Caucasian, Other White — Number of Times Chosen	N	%	Cume %	Integration Model N	%	Cume %	D
0	19	13	13	7	29	29	16
1	25	16	29	8	33	62	33
2	26	18	47	5	21	83	36
3	19	13	61	2	8	92	31
4	18	13	73	2	8	99	26
5/more	35	25	98	—			98
Total	142			24			

Test of Difference between cumulative distributions
for choices 0–4 : $X^2_{KS} = 10.68$ $P < .01$
For Choices 0–5+: $X^2_{KS} = 78.84$ $P < .001$

Attendance Area Negro & Open Enrollment — Number of Times Chosen	N	%	Cume %	Integration Model N	%	Cume %	D
0	3	13	13	7	29	29	16
1	7	29	42	8	33	62	20
2	3	13	55	5	21	83	28
3	5	21	76	2	8	91	15
4	4	16	92	2	8	99	7
5/more	2	8	99	—			99
	24			24			

Test of difference between cumulative distributions
for choices 0–4 : $X^2_{KS} = 3.7632$ $P > .05$
for Choices 0–5+ : $X^2_{KS} = 47.0448$ $P < .01$

Attendance Area Caucasian, Other White — Number of Times Chosen	N	%	Cume %	Attendance Area Negro & Open Enrollment N	%	Cume %	D
0	19	13	13	3	13	13	0
1	25	16	29	7	29	42	13
2	26	18	47	3	13	55	8
3	19	13	60	5	21	76	16
4	18	13	73	4	16	92	19
5/more	35	25	98	2	8	99	1
	142			24			

Test of difference between cumulative distributions
for choices 0–5+ : $X^2_{KS} = 2.9645$ $P > .05$

TABLE 5

SUMMARY STATISTICS FOR SOCIOMETRIC DATA AND X^2_{KS} TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN CUMULATIVE PROPORTIONS OF DESIGNATED SAMPLES

GRADE 4 PRETEST SITUATION 2/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	21	12	12	5	22	22	10
1	31	18	30	5	22	43	14
2	22	12	42	6	26	69	27
3	30	17	59	4	17	87	28
4	29	16	76	3	13	100	14
5/more	42	24	99				99
Total	175			23			

Test of differences between cumulative distributions
for choices 0-4 : X^2_{KS}= 6.37 $P<.05$
for choices 0-5+: X^2_{KS}=79.65 $P<.01$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	6	18	18	5	22	22	4
1	5	14	32	5	22	43	11
2	5	15	47	6	26	69	22
3	7	21	68	4	17	87	19
4	6	17	85	3	13	100	15
5/more	5	15	99				99
	34			23			

Test of differences between cumulative distributions
for choices 0-4 : X^2_{KS}= .664 $P>.05$
for choices 0-5+: X^2_{KS}=53.78 $P<.01$

Attendance Area: Caucasian, Other White				Attendance Area: Negro & Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	21	12	12	6	18	18	6
1	31	18	30	5	14	32	2
2	22	12	42	5	15	47	5
3	30	17	59	7	21	68	9
4	29	16	76	6	17	85	9
5/more	42	24	99	5	15	100	1
	175			34			

Test of differences between cumulative distributions
for choices 0-5+: X^2_{KS} = .9224 $P>.05$

GRADE 4 POST TEST SITUATION 5/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	24	13	13	5	22	22	9
1	30	16	29	7	30	52	23
2	35	19	48	2	9	61	13
3	27	15	63	3	13	74	11
4	32	17	80	3	13	87	7
5/more	35	19	99	3	13	99	0
Total	183			23			

Test of differences between cumulative distributions
for choices 0-5+: X^2_{KS}=4.29 $P>.05$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	2	6	6	5	22	22	16
1	4	12	18	7	30	52	34
2	10	29	47	2	9	61	14
3	6	18	65	3	13	74	9
4	5	15	80	3	13	87	7
5/more	7	20	99	3	13	99	0
	34			23			

Test of differences between cumulative distributions
for choices 0-5+: X^2_{KS}=6.3441 $P>.05$

Attendance Area: Caucasian, Other White				Attendance Area: Negro & Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	24	13	13	2	6	6	7
1	30	16	29	4	12	18	11
2	35	19	48	10	29	47	1
3	27	15	63	6	18	65	2
4	32	17	80	5	15	80	0
5/more	35	19	99	7	20	99	0
	183			34			

Test of differences between cumulative distributions
for choices 0-5+: X^2_{KS}= 1.388 $P>.05$

TABLE 6

SUMMARY STATISTICS FOR SOCIOMETRIC DATA AND X^2_{KS} TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN CUMULATIVE PROPORTIONS OF DESIGNATED SAMPLES

GRADE 5 PRETEST SITUATION 2/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	14	7	7	6	19	19	12
1	40	21	28	5	16	35	7
2	33	17	45	9	29	64	19
3	39	20	65	5	16	80	15
4	14	7	72	3	10	90	18
5/more	51	27	99	3	10	99	0
Total	191			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 3.73 $p > .05$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	2	6	6	6	19	19	13
1	6	18	24	5	16	35	11
2	5	15	39	9	29	64	25
3	9	27	66	5	16	80	14
4	7	21	87	3	10	90	3
5/more	4	12	99	3	10	99	0
	33			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 3.9950 $p > .05$

Attendance Area: Caucasian, Other White				Attendance Area: Negro, Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	14	7	7	2	6	6	1
1	40	21	28	6	18	24	4
2	33	17	45	5	15	39	6
3	39	20	65	9	27	66	1
4	14	7	72	7	21	87	15
5/more	51	27	99	4	12	99	0
	191			33			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 2.53 $p > .05$

GRADE 5 POST TEST SITUATION 5/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	26	12	12	10	32	32	20
1	40	19	31	7	23	55	24
2	36	17	48	3	10	65	17
3	29	13	61	5	16	81	20
4	34	16	77	2	6	86	9
5/more	49	23	99	4	13	99	0
Total	214			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 6.2392 $p < .05$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	5	15	15	10	32	32	17
1	10	30	45	7	23	55	10
2	8	24	69	3	10	65	4
3	5	15	84	5	16	81	3
4	2	6	90	2	6	86	4
5/more	3	9	99	4	13	99	0
	33			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 1.8473 $p > .05$

Attendance Area: Caucasian, Other White				Attendance Area: Negro & Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	26	12	12	5	15	15	3
1	40	19	31	10	30	45	14
2	36	17	48	8	25	70	21
3	29	13	61	5	15	85	24
4	34	16	77	2	6	90	13
5/more	49	23	99	3	9	99	0
	214			33			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 6.587 $p < .05$

TABLE 7

SUMMARY STATISTICS FOR SOCIOMETRIC DATA AND X^2_{KS} TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN CUMULATIVE PROPORTIONS OF DESIGNATED SAMPLES

GRADE 6 PRETEST SITUATION 2/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	24	11	11	8	26	26	15
1	47	20	31	5	16	42	11
2	38	17	48	5	16	58	10
3	40	18	66	6	19	77	11
4	32	14	80	2	6	83	3
5/more	47	20	99	5	16	99	0
Total	228			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 3.73 $p > .05$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	4	7	7	8	26	26	19
1	10	19	26	5	16	42	16
2	16	30	56	5	16	58	2
3	11	20	76	6	19	77	1
4	7	13	89	2	6	83	6
5/more	6	11	99	5	16	99	0
	54			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 2.8432 $p > .05$

Attendance Area: Caucasian, Other White				Attendance Area: Negro & Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	24	11	11	4	7	7	4
1	47	20	31	10	19	26	5
2	38	17	48	16	30	56	8
3	40	18	66	11	20	76	10
4	32	14	80	7	13	89	9
5/more	47	20	99	6	11	99	0
	228			54			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = 1.7464 $p > .05$

GRADE 6 POST TEST SITUATION 5/67

STUDENTS

Attendance Area: Caucasian, Other White				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	44	14	14	5	16	16	2
1	63	20	34	4	13	29	5
2	49	16	50	7	23	52	2
3	48	15	65	4	13	65	0
4	40	12	77	6	19	84	7
5/more	71	22	99	5	16	99	0
Total	315			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = .06 $p > .05$

Attendance Area: Negro & Open Enrollment				Integration Model			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	8	15	15	5	16	16	1
1	13	24	39	4	13	29	10
2	7	13	52	7	23	52	0
3	10	19	71	4	13	65	6
4	6	11	82	6	19	84	2
5/more	10	18	99	5	16	99	0
	54			31			

Test of differences between cumulative distributions for choices 0-5+: X^2_{KS} = .7876 $p > .05$

Attendance Area: Caucasian, Other White				Attendance Area: Negro & Open Enrollment			
Number of Times Chosen	N	%	Cume %	N	%	Cume %	D
0	44	14	14	8	15	15	1
1	63	20	34	13	24	39	5
2	49	16	50	7	13	52	2
3	48	15	65	10	19	71	6
4	40	12	77	6	11	82	5
5/more	71	22	99	10	18	99	0
	315			54			

Test of Differences between cumulative distributions for choices 0-5+: X^2_{KS} = .6638 $p > .05$

When the status of individuals is analyzed on a pre-post basis, a different trend from the above group comparisons was noted. At grades three and four, a significantly larger number of IM children were chosen more often in May than in February. Quite the opposite occurred at grades five and six--a significantly larger number of IM children at these grade levels received a smaller number of choices in May than in February. The difference was more pronounced for the grade five children. At grade six, the differences barely reached significance--nearly as many gained as lost in the number of choices they received.

One plausible interpretation of these findings is that at grades three and four, the IM children share an experience common to most children--friendship lines tend to be less fixed than at grades five and six. Thus, these findings rather than being unique to this project may be found quite often. Of considerable interest in another year would be the analysis of sociometric data in terms of planned programs designed to facilitate positively directed social patterning within the classroom.

These comparisons of group patterns discussed above have provided two methods for analyzing the dynamics of student choices, particularly the changes which occurred between February and May. However, the focus here has been at the upper end of the "times-chosen" distribution--on those who are frequently chosen. Examination of the actu al distributions included on Tables 4-7 will also reveal interesting tendencies at the lower end of the "times-chosen" distributions--those children who may be termed "isolates". At grades 3 and 5 somewhat larger proportions of IM children were observed to receive "0" or "1" choices in May as compared to February; at grade 4 the proportion stayed fairly constant; at grade 6 the proportion of children infrequently or never chosen diminished somewhat. Despite the positive shifts noted in preceding paragraphs, the proportions, and in some instances increasing proportions, of infrequently-chosen IM children should be a matter of concern to the "receiving" schools' staff.

Overall, the February and May patterning and change tendencies suggest that the IM students have been moderately well accepted by their "receiving" school peers. Differences in popularity between IM children and attendance area Caucasians tend to be greater than the differences between attendance area/open enrollment Negroes and attendance area Caucasians. This suggests that socio-economic factors as well as ethnic origin may contribute to the Caucasian--IM differences.

Pupil Behavior Rating Scale Results: Table 8 presents teacher rating data obtained late in the spring on IM students. Data were available on 141 IM students participating in the program. In the various behavior areas rated by teachers, from 50 to 75% of the children were rated as demonstrating positive behavior from a few times a week to almost every day. Roughly a third of the children were rated as doing much better at the end of the school year as compared to the first month, and approximately two-thirds were rated as being about the same. It is of interest to note that the two areas of behavior that refer to motivation--"exhibits interest in all school subjects" and "tries to do class work without giving up" received, overall, the highest proportions of ratings in the "much better now" category. (See following page for Table 8)

PUPIL BEHAVIOR RATING SCALE - IM PROJECT

TABLE 8

RECEIVING SCHOOL STAFF RATINGS OF THE SELECTED TYPES OF BEHAVIOR OF INTEGRATION MODEL PROJECT PARTICIPANTS, GRADES 1 - 6, BOYS AND GIRLS

COMPLETE ONE OF THESE FOR EACH IM PROJECT STUDENT CURRENTLY ENROLLED IN YOUR CLASS	AS OF THIS DATE, THE BEHAVIOR AT LEFT IS OBSERVED — TOTAL N = 141										COMPARED WITH THE FIRST MONTH IN THIS CLASS BEHAVIOR AT LEFT IS: — TOTAL N = 141							
	SELDOM OR NEVER		ABOUT ONCE A WEEK		A FEW TIMES A WEEK		ALMOST EVERY DAY OR EVERY DAY		NO RESPONSE		MUCH BETTER NOW		ABOUT THE SAME		MUCH BETTER BEFORE		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. EXHIBITS INTEREST IN LEARNING ALL SUBJECTS	10	71	12	9	46	33	70	50	3	2	59	42	77	55	2	1	3	2
2. EXHIBITS AN EFFORT TO COMPLETE HOMEWORK ASSIGNMENTS	24	17	15	11	39	28	61	43	2	1	48	34	86	61	3	2	4	3
3. EXHIBITS GENERAL INTEREST IN:																		
A. RECREATIONAL READING	22	16	24	17	42	30	48	34	5	4	53	38	80	57			8	6
B. CLASSROOM DISCUSSIONS	27	19	25	18	29	21	55	39	5	4	44	31	90	64			7	5
C. CLASSROOM DISPLAYS	21	15	29	21	30	21	53	38	8	6	40	28	92	65			9	6
4. PARTICIPATES IN CLASSROOM DISCUSSIONS	34	24	18	13	42	30	45	32	2	1	47	33	90	64	1	1	3	2
5. STARTS WORK WITHOUT PRODDING	20	14	10	7	40	28	67	48	4	3	50	35	82	58	2	1	7	5
6. LOOKS FOR ADDITIONAL WORK WHEN ASSIGNMENT IS COMPLETED	50	36	17	12	29	21	41	29	4	3	39	28	95	67			7	5
7. SEEKS TO DO EXTRA CREDIT WORK WHEN POSSIBILITY OFFERED	67	48	14	10	29	21	26	18	5	4	33	23	101	72			7	5
8. TRIES TO DO CLASSWORK WITHOUT GIVING UP	20	14	14	10	44	31	59	42	4	3	64	45	72	51			5	4
9. EXHIBITS ACCEPTABLE IN-CLASS BEHAVIOR	7	5	7	5	40	28	83	59	4	3	50	35	82	58	4	3	5	4
10. TRIES TO DO NEW WORK ON OWN	46	33	19	13	32	23	39	28	5	4	50	35	83	59			8	7
11. EXHIBITS ACCEPTABLE OUT-OF-CLASS BEHAVIOR	12	9	9	6	39	28	77	55	4	3	50	35	79	56	7	5	5	4
12. USES TIME PROVIDED FOR VOLUNTARY READING	33	23	22	16	35	25	46	33	5	4	47	33	81	57	4	3	9	6
13. INTERACTS WITH ALL CHILDREN	9	6	14	10	44	31	70	50	4	3	54	38	81	57	1	1	5	4
14. MAKES UP WORK MISSED	44	31	24	17	31	22	38	27	4	3	36	26	93	66	5	4	7	5
15. MAINTAINS GOOD ATTENDANCE RECORD	9	6	9	6	13	9	108	77	2	1	18	13	114	81	5	4	4	3
16. GENERALLY SEEMS TO LIKE SCHOOL	3	2	6	4	31	22	98	70	3	2	52	37	83	59			6	4
17. EXHIBITS SATISFACTORY PROGRESS IN																		
A. READING	15	11	17	12	39	28	68	48	2	1	52	37	83	59	2	1	4	3
B. SPELLING	24	17	14	10	38	27	56	40	9	6	49	35	86	61			6	4
C. WRITTEN LANGUAGE	24	17	19	13	39	28	54	38	5	4	49	35	86	61	1	1	5	4
D. ORAL LANGUAGE	20	14	18	13	44	31	51	36	8	6	41	29	95	67			5	4
E. ARITHMETIC	23	16	24	17	42	30	50	35	2	1	45	32	90	64	3	2	3	2
F. OTHER SCHOOL SUBJECTS	16	11	15	11	43	30	59	42	6	6	39	28	94	67	1	1	7	5

Staff Questionnaire Results

Principals' Questionnaires: Principals in each of the "receiving" schools were asked to respond to a series of open-ended questions about the operation of the IM Project in their schools. The following outline presents areas surveyed and brief summarizations of the six responses obtained.

1. Ability of various racial groups to play well together
   One-half said, yes, without qualification; the other half said that by the end of the year they were playing well together.

2. Teachers' feelings about the project in terms of classroom control
   One-half reported that it has been more of a challenge; the other half indicated no change.

3. Styles of teaching
   All reported a change toward greater individualization of instruction.

4. Selection of materials
   Five principals reported a definite need for improvement--greater variety, easier materials, materials with more culturally diverse content were mentioned.

5. Planning for next year
   Recommendations were made that whenever possible, younger-aged children schould be enrolled. There is general agreement that every effort should be expended to obtain the services of additional remedial reading teachers.

Teachers' Questionnaires: The "receiving" school teacher questionnaire was designed to obtain opinions concerning the various services and activities related to the IM program in their schools. The data presented in this section of the report is based upon 55 teachers or 67% of the total number teaching in the seven receiving schools. A copy of the questionnaire with response frequencies and percentages for each question will be found in Appendix IV-B.

Twenty-five or 45% of the teachers responding indicated that they had been able to co-schedule field trips with classes in the ESEA Target Area schools during the school year. Of this number 20 teachers indicated that their classes had participated in one or two such trips.

Table 9 presents responses of all 55 teachers to the question, "Whether or not you have been able to schedule any of the above trips, indicate how you would rate these trips as to their effect on the students in facilitating their understanding and acceptance of other children from varied ethnic and economic background?" (See next page for Table 9)

TABLE 9

Number and Percent of Teachers' Responses to Effect of Joint Field Trips with ESEA Target Area Schools

Response	N	%
Very positive effect	13	23.6
Somewhat positive effect	28	50.9
Somewhat negative effect	8	14.5
Very negative effect	0	0
No response	6	10.9

These data indicate that three-fourths of the teachers responding are of the opinion that joint class trips are of value. In response to a further question related to how many of these trips should be provided, two-thirds indicated that they should be continued at the present level or increased. Eight teachers (15%) indicated that they should be continued but with modifications.

Because of the nature of the IM project it was interesting to note that 30 teachers (54.5%) indicated that faculty human relations committees had been organized and were operating in their schools. Of this number 24 indicated that these committees were either "somewhat" or "very effective" in facilitating the growth of improved human relations among staff members.

Several questions were also asked regarding the degree of helpfulness the Office of Human Relations' staff and the fall conference had been in providing information related to the various goals of the IM program. Responses to the question were mixed with a tendency toward the less positive end of the scale. The highest areas of service indicated for the Office of Human Relations, with approximately one-half of the teachers responding, were provision of information on: "ideas for promoting dialogue between parents and school" and "cultural assets of all children regardless of ethnic or economic background." In response to a question about the types of meetings that might be conducted next year the largest proportion of teachers (38.3%) indicated that they would prefer year-long school-site meetings coordinated with the Office of Human Relations' staff.

Parent Interview Results

"Receiving" School Sample: The results reported here are based upon 96 usable interviews obtained. The original sample of 100 selected represents approximately 5% of the total population of families residing in the seven "receiving" school attendance areas. There were five households that declined to be interviewed. Interviews lasted about 45 minutes on the average. The complete listing of response frequencies and percentage conversions will be found in Appendix IV-B.

Seven representative questions and results from the survey are presented here to indicate the general response tendencies of the parent sample studied.

4a. "Overall what effect have you noticed on the school's instructional program this year?"

	N	%		N	%
Positive	~~15~~ ~~50~~	16	Don't know	20	21
Little Difference	40	42	Positive & Negative	4	4
Negative	16	17	No response	1	1

5. "All in all, what effect do you feel the Integration Model Project has had in assisting all pupils to develop respect for the rights of others and in helping them develop an understanding of each other and others, regardless of race, creed, or economic standing?"

	N	%		N	%
Positive	13	14	Don't know	12	13
Little Difference	37	38	Positive & Negative	3	3
Negative	21	22	No Response	10	10

10. "What is your opinion concerning the value of such inter-school visits?"

	N	%		N	%
Great value	27	28	Don't know	6	6
Some value	38	39	No response	1	1
Little or no value	24	25			

13. "Would you say that in all the grades at (your child's) school there are fewer problems of discipline this year than last year, more problems, or are there neither more nor fewer discipline problems as compared with last year?"

	N	%		N	%
Fewer	3	3	Don't know	39	41
Same	19	20	No response	3	3
More	32	33			

14. "From what you have been able to observe, would you say that the children in (your child's) class have accepted the children participating in the Project, or have they tended not to accept them?"

	N	%		N	%
Accepted	69	72	Don't know	20	21
Not accepted	7	7	No response	-	-

18. "Do you feel that some children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?"

	N	%		N	%
Yes	37	38	Don't know	4	4
No	53	55	No response	2	2

19. "What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?"

	N	%		N	%
Excellent	24	25	Poor	3	3
Good	56	58	Don't know	-	-
Fair	11	11	No response	2	2

The following trends appear to emerge from these data. Concerning the IM Project effect on the instructional program, parents interviewed seem to feel that the effect has been either positive or that it has made little difference. As to its effect on children in developing understanding, they are split between those feeling the effect has been positive and those feeling the effect has been negative. A large number feel there has been little difference in its effect.

Parents interviewed appear to be positively oriented to the value of the inter-school visits. There is a tendency for the parents to feel that the behavior of the children in the school, as a whole, is more fraught with problems this year. A sizeable majority of the parents interviewed feel that the IM children have been accepted by their classmates. Approximately 40% would agree and 55% would disagree that children attending overcrowded hill area schools should take part in a project similar to the IM program where there are under-capacity schools in other parts of the city. The great majority (83%) of the parents interviewed were of the opinion that the Oakland Public Schools are doing a "good" or "excellent" job in educating the children in their family.

"Sending" School Sample: The results reported here are based upon 68 usable interviews or 41% of the IM family population. The sampling was restricted by the fact that 35 families had two or more children participating in the program. In drawing the sample only one child from a family was included.

The response frequencies and converted percentages for all items included in the survey will be found in Appendix IV-B. The following are representative questions and responses and indicate general response tendencies made by this study group.

3 (1). "There are various reasons why parents in this school area wanted to have their children take part in the Integration Model Project. Now what was the reason or reasons you wanted to take part in this project?"

Order of Reason Mentioned	Better Education		Integrated Education		Less Crowded		Meet New Children	
	N	%	N	%	N	%	N	%
1	35	51	1	1	27	40	1	1
2	24	35	6	9	26	38	1	1
3	-	-	1	1	4	6	12	17

6. "What are your feelings about your child's interest in school now compared with the interest he showed in the school he attended last year?"

	N	%		N	%
Much more interested	55	81	Less interested	1	1
Somewhat more interested	7	10	No change	-	-
A little more interested	5	7	Don't know	-	-

8. "What would you say about (your child's) progress in reading since last September?"

	N	%		N	%
Much better	43	73	About the same	2	3
Somewhat better	13	22	Not as well	-	-
A little better	1	2	Don't know	-	-
			No response	~~9~~ ~~15~~	

20. "What about the number of friends (your child) has in his new school?"

	N	%		N	%
More	54	79	Fewer	3	4
Same	10	15	Don't know	1	1

21. "Would you say that the children in (your child's) school who live near that school have accepted the children transported there by bus, or have they tended not to accept them?"

	N	%		N	%
Accepted	62	91	Don't know	~~4~~ 6	
Not accepted	-	-	No response	2	3

27. "What is your feeling concerning the value of such visits of (your child's) class to other schools of Oakland or the visits of classes of other schools to (your child's) school?

	N	%		N	%
Much value	48	71	Don't know	7	10
Some value	-	-	No response	13	19
Little or no value	-	-			

~~32.~~ 33. "What is your feeling about the behavior of children in (your child's) class?"

	N	%		N	%
Well-behaved	64	94	Don't know	-	-
Not well-behaved	2	3	No response	2	3

~~33.~~ 39. "What is your general feeling about the job the Oakland Public Schools are doing in educating the children in your family?"

	N	%		N	%
Excellent	6	9	Poor	2	3
Good	52	76	Don't know	-	-
Fair	8	12	No response	-	-

In response to the question related to the reasons for sending their child to the new school, parents were about equally divided between answering "a better education" and "less crowded". Eight out of ten responded that their child was much more interested in school now. About seven out of ten of the parents of children in grades 2 - 6 feel that their child's progress in reading since September, 1966, was much better. Nearly 80% of the parents indicated that their child had more friends this year than last. Sixty-two parents or 91% indicated that they believed their child had been accepted in his new school.

Of those responding about seven out of ten assigned the rating of "much value" to the inter-school visitations. Slightly over 90% believed that the children enrolled in their child's class were well-behaved. In response to the question about how well the Oakland Public Schools were doing in educating their children 85% indicated "good" or "excellent".

Responses to additional questions pertaining to parent participation in school activities (meeting "receiving" school area parents, etc.) suggest that IM parents have become involved to a considerable extent in these types of activities. For the present, the majority apparently see no reason to change the way the IM project has been operating.

DISCUSSION AND SUMMARY

Analyses were made of year-long achievement and scholastic aptitude test score tendencies for IM children as compared to groups of comparable children in both the "sending" and "receiving" schools. "F" ratio values obtained from the analyses of variance and covariance indicate no significant differences between the study groups on adjusted post-test means. Children in all three groups have, on the average, progressed at quite comparable rates over the year's period. Overall, the gains which were noted in reading scores approximated month-for-month progress. Below grade placement pre-test means indicate that children in these study groups had not on the average progressed at this month-for-month rate in previous school years.

The results of analyses of sociometric data collected in February and May suggest that IM students have been moderately well accepted by classmates in the "receiving" schools. Somewhat different tendencies were observed at grades 3, 4, 5, and 6 and at the upper and lower points in the "times-chosen" distributions. There is a suggestion that differences between the numbers of times IM children and attendance area Caucasian children were chosen are related to socio-economic status differences as well as to differences in ethnic origin.

Teacher ratings indicated that from 50 - 75% of the IM pupils were demonstrating characteristics at the positive end of the various scale items from "a few times a week" to "almost every day". Approximately one third were rated as doing much better at the end of the year as compared to the beginning of the school year. Two areas relating to pupil motivation received the highest proportions of the "much better now" category.

Principals' questionnaire results indicated that by year's end pupils of various racial groups were playing well together. One half indicated classroom control was more of a challenge this year and that greater individualization of instruction had become necessary. Principals also indicated a need for a greater variety of instructional materials and additional remedial teachers.

Staff responses from teachers indicated that approximately one-half had participated in joint field trips with classes from the ESEA Target Area schools. Approximately two thirds rated these experiences as having a "very positive" or "somewhat positive" effect for the children in their classes. Staff members who indicated that a faculty human relations committee had been organized in their school were quite positive in terms of the value of this type of activity. Responses related to the "helpfulness" of the Department of Human Relations' staff and of the fall conference relating to IM Project activities were mixed with tendencies to the less positive end of the scale. This latter finding may be a function of a lesser level of awareness on the part of faculty members in terms of the types of information they need to have in working with disadvantaged pupils. In any case this finding suggests a need for the staff of the Office of Human Relations to review the kinds of service rendered during the first year of the IM program and to consider possible measures to make this important service even more effective.

The interview survey of a random sample of 96 parents residing in the "receiving" school attendance areas indicated that a majority of the parents believed that the effect of the IM program on the instructional program was positive or that it had made little difference. They were positively oriented to the inter-school field trips but did indicate some concern about behavior of pupils as a result of the program. Most felt that the students new to the school had been accepted by their classmates. "Receiving" school parents were generally of the opinion that the Oakland Public Schools were doing a "good" or "excellent" job in educating their children.

Interview results from a sample of 68 parents whose children were attending the new schools indicated a general positive attitude toward the program. They indicated that they believed their children were more interested in school now and that their achievement had improved considerably. They were generally in favor of the inter-school visitations; they believed their children now had more friends and typically they were of the opinion that their children had been accepted into their new schools. As was true of "receiving" school parents, the great majority of the "sending" parents were also of the opinion that the Oakland Public Schools were doing a "good" or "excellent" job in educating the children in their family.

In general it would appear that the Integration Model program established during the 1966-67 school year has been successful. The high degree of acceptance of the program by the "sending" school population has been indicated in terms of the number of children enrolled for the 1967-68 school year.

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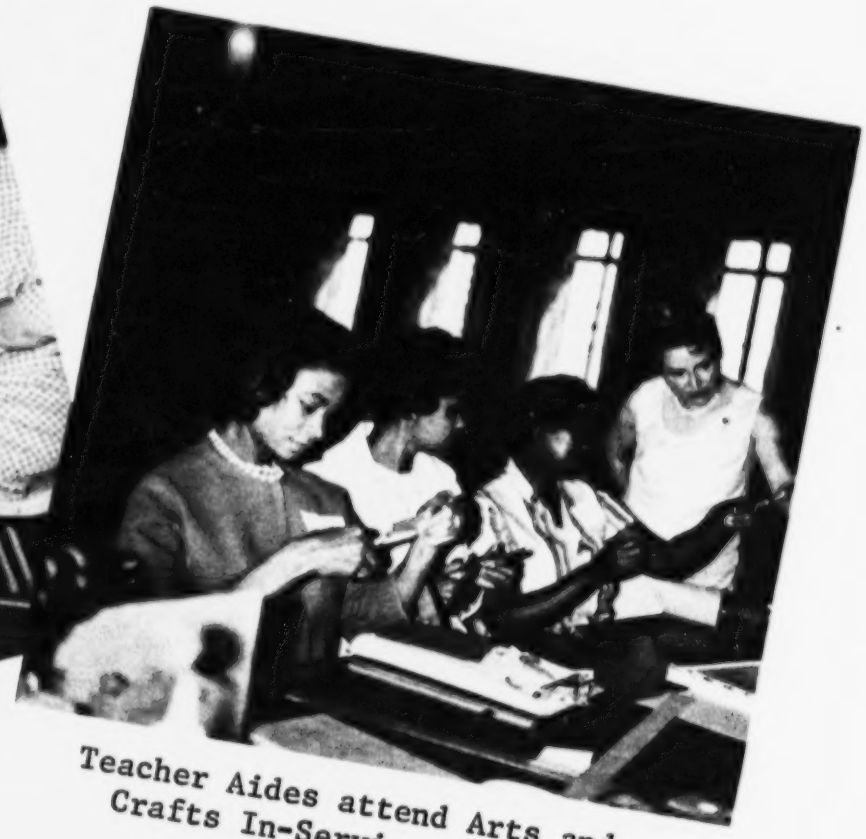
AWB:EPL:RAL:bc
8/15/67

Pupil demonstrates techniques in art



Teacher Aides attend Arts and Crafts In-Service meetings

CHAPTER V

EVALUATION OF IN-SERVICE EDUCATION PROGRAM

Pupils take part in demonstration lesson

EVALUATION OF IN-SERVICE EDUCATION PROGRAM

FOREWORD

There are many difficulties inherent in evaluating the effectiveness of any in-service program. Because of these difficulties, this report does not focus on findings from an empirical study. Rather, the focus of the report is on a description of the various activities and services which comprise the Oakland Public Schools ESEA In-service program and evaluations of these various types of in-service activities by administrators, teachers, and other participants in the program. The following sources of information were used in the development of this report:

1. Program descriptions (summaries and examples of activities) of the Teacher Assistants in Language Development
2. A report on the activities of the Teacher Assistants in Reading Development compiled by the Supervisor of ESEA Elementary Schools
3. Interviews with Teacher Assistants for Reading and Language Development
4. Interviews with Supervisors of ESEA Schools
5. Interviews with the Coordinator of the Elementary Secondary Education Act
6. Reports submitted by the Teacher on Special Assignment for Teacher Aides
7. Assorted documents from the file of the Teacher on Special Assignment for In-service programs
8. Results of the April, 1967 questionnaires which solicited the opinions of principals and teachers regarding the value and effectiveness of the ESEA In-service program.

Because of the descriptive nature of this report, it does not follow the usual research study format. The basic outline of the report is as follows:

INTRODUCTION

Rationale

Objectives of the Project

ROLE OF COORDINATOR OF ESEA PROJECT

ROLE OF TEACHER ON SPECIAL ASSIGNMENT FOR IN-SERVICE

IN-SERVICE EXPERIENCES FOR PROFESSIONAL PERSONNEL

Elementary Level

Centrally Organized Activities

School Site Activities

Junior High Level

Centrally Organized Activities

School Site Activities

Role of Members of the Teaching Team

Senior High Level

Centrally Organized Activities

School Site Activities

In-service Experiences for Supportive Personnel

Conference Attendance

PARTICIPATION OF HUMAN RELATIONS STAFF IN ESEA SCHOOLS

IN-SERVICE EXPERIENCES FOR TEACHER AIDES

Role of Teacher on Special Assignment for Teacher Aides

Role of Teacher Assistant for Reading Development

PAROCHIAL SCHOOL INVOLVEMENT

SUMMARY

SUMMARY

INTRODUCTION

Rationale

The Oakland Public Schools recognize the need for help in our schools for children from the economically and socially less advantaged segments of the community. Frequently teachers are not well equipped to work with these children because of the lack of preparation which they have received in teacher-training institutions coupled with the incongruence of the cultural backgrounds of the teachers and the students with whom they are working.

In order to become more effective in the job which they are to do, teachers need:

1. Greater understandings and appreciations of the nature and function of economically and ethnically different groups
2. Wider repertoires of strategies and techniques which have proved effective with less advantaged pupils
3. Greater opportunities to participate in cooperative evaluation and modification of existing curricular offerings and opportunities to develop program innovations which will focus more precisely on the educational needs of today's disadvantaged child

Objectives of the Project

The In-service Project, included as a part of the ESEA Program for Compensatory Education, provides for a variety of in-service experiences for purposes of achieving the following objectives.

1. To promote inter-group understandings and mutual respect
2. To develop better techniques for reading and language development instruction in less advantaged neighborhoods
3. To help professional staff to examine, evaluate, and select the best new instructional materials available for the education of the disadvantaged child
4. To develop skillful use of teacher aides

ROLE OF COORDINATOR OF ESEA PROJECT

As a part of his responsibilities for overall coordination of the ESEA Title I program the ESEA Coordinator worked with the principals and supervisory staff in the organization and implementation of the ESEA In-service program. The coordinator afforded general assistance to in-service leadership personnel in the following areas:

1. The formulation of instructional methods and techniques to be used in the attainment of ESEA educational objectives
2. The standardization of the ESEA program
3. The identification of in-service needs
4. The identification of pre-service and in-service needs of the teacher aid staff

ROLE OF TEACHER ON SPECIAL ASSIGNMENT FOR IN-SERVICE

One teacher was employed to work under the direct supervision of the Coordinator of the Oakland Public Schools ESEA Title I Program. This Teacher on Special Assignment for in-service activities (TSA) assumed the following responsibilities:

1. Developed schedules for components of general in-service activities
2. In consultation with the office of Public Information arranged for publicity for in-service activities
3. Arranged for resource personnel and other in-service program participants
4. Notified personnel participators of general in-service activities
5. Consulted with ESEA coordinator in the selection of site for in-service activities
6. Informed ESEA personnel of opportunities for participation in workshops, institutes and seminars which sponsor activities of value to the ESEA program
7. Developed systematic methods of obtaining reaction of personnel participating in in-service activities
8. Prepared reports on general in-service activities

Arrangements for all consultant services were made through the office of the TSA for In-service. A summary of the consultant services provided throughout the various components of program is presented in Table 1.

TABLE 1

Activities Involving Consultants Whose Services Were Provided Through ESEA Funds

Types of Activities	Personnel Receiving Services		
	Elementary School Staff Members	Secondary School Staff Members	Central Office Staff Members
Reading and/or Language Arts	2	4	3
Human Relations	1	3	3
Counseling and Guidance	0	2	2
Art	1	0	0

Additional consultant services were provided by companies demonstrating new materials and equipment.

An example of one of the programs organized by the TSA for in-service was a workshop during which the human relations aspect of teaching "disadvantaged students" was explored. Approximately 20 junior high personnel attended these sessions and received one unit of workshop credit. Each participant was required to write a summary reaction report. A review of these reports indicate:

1. Most teachers would like this or a similar activity to continue.
2. Some felt more faculty members should participate in the activity.
3. Most participants were impressed with "outside speakers" and felt their contributions were of great value.
4. Most participants felt there was not enough time allotted for discussion.
5. Some felt more time should be spent in defining and exploring problems relating specifically to their school.
6. Some showed concern for involvement of students in some aspects of such a workshop.
7. Two participants expressed concern about the discipline and behavior of the students themselves. They felt these areas should be considered of primary importance.

IN-SERVICE EXPERIENCES FOR PROFESSIONAL PERSONNEL

Elementary Level

Centrally Organized Activities

One additional instructional supervisor, provided at the elementary level, had the primary responsibility to work with schools involved in the ESEA Program. In addition to her regular supervisory duties, the Elementary Supervisor for ESEA schools met with the Teacher Assistants for Reading Development (TARD) on a monthly basis. Each ESEA school was provided the services of a full time TARD to assist in the coordination of the compensatory education program at local school site. During these meetings the elementary supervisor offered guidance for the various TARD activities. She initiated the various projects involving consultant services at the elementary level and was responsible for organizing the program of classroom observations initiated in the spring semester. A total of 19 observation opportunities were provided with a total 200 teachers participating in at least one observation. The kinds of activities involved in the program of observations are summarized in the tables below.

TABLE 2

Observations Conducted for Teachers of Grades K-3

Area	Number of Observations	Number of Visitors
Techniques of Language Development	2	15
Teaching of Phonetic Skills	2	30
Developmental Reading Technique	3	30
Language Arts as an Integrated Program	5	60

TABLE 3

Observations Conducted for Teachers of Grades 4-6

Area	Number of Observations	Number of Visitors
Developmental Reading	2	20
Language Arts	4	35
Math	1	10

A total of 78 (39%) rating scale responses were received from teachers attending the scheduled observations. A summary of teacher reactions is presented in Table 4. A sample of the instrument used may be found in Appendix V-B.

TABLE 4

Number and Percentages of the Responses of Teachers Evaluating Observations

Rating Scale Items	N	%
1. Did you gain: Many new ideas	21	26.92
Some new ideas	54	69.23
No new ideas	3	3.85
2. What was your reaction to the follow-up discussion? Of real value	32	41.03
Of some value	40	51.28
Could have been eliminated	5	6.41
No response	1	1.28
3. Did you feel that your observation was: Of much value	45	57.69
Of some value	33	42.31
Of no value	0	0

All of the responses obtained indicate that the observations were considered to be of value. 57.69% of that group felt observations were of much value. Only 3% of the responses indicated no new ideas were gained from their participation in the program. Although the number of rating scale returns were not as high as would have been desired, they do tend to indicate that the observation program was generally well received.

Another centrally organized activity involving ESEA schools was initiated by one of the regular supervisors of the Oakland Public Schools. This project was a Phonovisual in-service meeting for teachers who have used the method for more than one year. It was held at an ESEA school but included other elementary schools within the district. The meeting included:

1. Demonstrations followed by discussion
2. A tour of the demonstrating teachers' classrooms
3. A display of teaching aids in the auditorium

Approximately 85 teachers were in attendance. Thirty participants (37.5%) responded to the evaluation questionnaires. The questionnaire solicited essay type responses which included suggestions for future meetings. Reactions to the question regarding the value of the demonstrations, discussions and displays were:

Of great value	13	(43.4%)
Of some value	13	(43.4%)
Of little value	2	(6.7%)
Of no value	2	(6.7%)

More than 85% of the respondents considered the project to be of significant value.

In April, 1967, questionnaires were distributed to all staff members of ESEA, and ESEA-SB 28 schools. Principals and teachers were asked to give their opinions of the value and/or effectiveness of various services provided as a result of the ESEA and ESEA-SB 28 programs. A total of 308 (93%) of the teachers and 15 (100%) of the principals and vice principals responded to the questionnaires. Pertinent sections of these questionnaires which evaluate the ESEA in-service program are included throughout the remainder of this report. A sample of the instruments used to gather these data may be found in Appendix I-D. Tables 5 and 6 provide data on the responses given by administrators and teachers to questions related to the centrally organized in-service activities.

TABLE 5

Number and Percentages of Principals' Responses Who Answered Yes to the Question, "Did You Participate in Any of the Following In-Service Activities Centrally Organized By the District ESEA Office Involving:" (N=15)

Questions		No Resp.	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Resp.
1. Meetings related to reading and language arts instruction?	N			15		3	9	2		1
	%			100.0		20.0	60.0	13.3		6.7
2. Classroom observations	N			15			9	4	1	1
	%			100.0			60.0	26.7	6.7	6.7
3. Other inter-school visitations?	N		2	13			6	5	1	1
	%		13.3	86.7			46.2	38.5	7.7	7.7
4. Other? (Please specify) a. Workshop b. Human Relations	N	13		2				2		
	%	86.7		13.3				100.0		

TABLE 6

Number and Percentages of Teachers' Responses Who Answered Yes to the Question, "Did You Participate in Any of the Following In-Service Activities Centrally Organized By the District ESEA Office Involving:"
(N=308)

Questions		No Resp.	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Resp.
1. Meetings related to reading and language arts instruction?	N	20	48	240	18	39	109	69	3	2
	%	6.5	15.6	77.9	7.5	16.3	45.4	28.8	1.3	.8
2.Classroom observations	N	30	117	161	4	10	58	85		4
	%	9.7	38.0	52.3	2.5	6.2	36.0	52.8		2.5
3. Other inter-school visitations?	N	41	181	86	2	4	36	42		2
	%	13.3	58.8	27.9	2.3	4.7	41.9	48.8		2.3
4. Other? (Please specify) a. Meetings Demonstrations b. Workshop Human Relations c. Movies	N	258	26	24	1	2	11	9		1
	%	83.8	8.4	7.8	4.2	8.3	45.8	37.5		4.2

More than 70% of the principals' responses for each item indicate activities were of significant value while 20% of the responses indicate services were of little value. More than 60% of the teacher responses for each item indicate that activities were of significant value. Less than 30% of the responses to each item indicate activities were of "little" or "no value".

Principals and teachers were asked to evaluate the adequacy of the present level of services organized by the central office. Responses of both principals and teachers are presented in Table 7.

TABLE 7

Number of Responses and Percentages Summarized from the In-Service Section of Teachers' and Principals' Questionnaires Related to Centrally Organized In-Service Activities

Categories		Principals' Responses (N = 15)	Teachers' Responses (N = 308)
Less services needed	N	2	22
	%	13.3	7.1
Present services adequate	N	8	112
	%	53.3	36.4
More services needed	N	5	112
	%	33.3	36.4
No opinion	N		53
	%		17.2
No response	N		9
	%		2.9

Of the responses obtained 53% of the principals indicate present services are adequate while 36% of the teachers consider services adequate; 33% of the principals and 36.4% of the teachers felt more service was needed. Only 13% of the principals and 7.1% of the teachers felt less service was needed.

School Site Activity

As indicated previously one teacher (TARD) was provided at each school to coordinate and interpret the school program and to assist in the development of in-service training at the local school site. Some teacher assistants in reading development are working in schools which are continuing the program in which teams of three teachers are working in two classrooms ("3 on 2"). TARD's in "3 on 2" schools hold regular weekly meetings with teachers. Six of these teacher assistants are employed in schools which are also covered by the SB 28 program. In the SB 28 schools, regular meetings are usually held on a monthly basis. In-service activities of the teaching assistants include the following:

1. Planning sessions with teachers affording assistance in the following areas:

    a. Interpretation of the program
    b. Reviewing of basic techniques of reading instruction
    c. Planning and evaluation of field trips
    d. Sharing of techniques, materials and problems related to the program
    e. Planning and development of additional materials
    f. Effective use of new material

g. Test interpretation and administration
h. Classroom organization
i. Planning and organization of activity for the language hour*
j. Establishment and evaluation of activities for the swing teacher*
k. Human relations aspect of the teaching teams*

2. Demonstration teaching in individual classrooms
3. Compilation and discussion of pertinent articles from professional journals
4. Assistance with pupil placement for most effective instruction
5. Coordination and scheduling of in-service activities provided by school district personnel

*Activity unique to schools continuing the "3 on 2" program.

Fifteen (100%) of the principals and vice principals and 299 (93%) of the teachers responded to the April 1967 questionnaires regarding in-service activities of the TARD's. Summaries of their responses are presented in tables 8 and 9.

TABLE 8

Number and Percentages Summarized From the In-Service Section of the Principals' Questionnaire in Answer to the Question, "How Valuable Has the Teacher Assistant in Reading Development Been:" (N = 15)

Question		No Value	Little Value	Some Value	Much Value	Don't Know	No Resp.
1. In coordinating the development of the Reading and Language Program in your school?	N			4	11		
	%			26.7	73.3		
2. In providing assistance relating to the use of new and supplementary materials?	N			3	12		
	%			20.0	80.0		
3. In providing help in instructional planning?	N		1	3	11		
	%		6.7	20.0	73.3		
4. In providing direct in-service experiences?	N			5	10		
	%			33.3	66.7		

TABLE 9

Number and Percentages Summarized From the In-Service Section of the Teachers' Questionnaire in Answer to the Question, "How Valuable Has the Teacher Assistant in Reading Development Been:" (N = 299)

Question		No Value	Little Value	Some Value	Much Value	Don't Know	No Resp.
1. In coordinating the development of the Reading and Language Program in your school?	N	10	24	93	120	37	15
	%	3.3	8.0	31.1	40.1	12.4	5.0
2. In providing assistance relating to the use of new and supplementary materials?	N	10	16	90	140	31	12
	%	3.3	5.4	30.1	46.8	10.4	4.0
3. In providing help in instructional planning?	N	20	41	89	95	40	14
	%	6.7	13.7	29.8	31.8	13.4	4.7
4. In providing direct in-service experiences?	N	17	28	101	94	44	15
	%	5.7	9.4	33.8	31.4	14.7	5.0

The reader will note that in each area 83% or more of the principals, and 61% or more of the teachers, considered each activity to be of "some" or "much" value. It will be observed, also, that in each instance less than 7% of the teacher responses were in the "of no value" category. It will be noted also that in each table the lowest percentage of responses in the "of some" or "more value" options occur in item #3--"help in instructional planning".

Table 10 presents a summary of the responses of both principals and teachers to that section of the questionnaire which deals with services involving the TARD's. Responses include 15 (100%) of the principals and 299 (89%) of the teachers involved in the program.

TABLE 10

Number of Responses and Percentages Summarized From the Principals' and Teachers' Questionnaires Concerned With the Adequacy of the Present Level of Service Provided by TARD's

Categories		Principals' Responses (N = 15)	Teachers' Responses (N = 299)
Less services needed	N		12
	%		3.9
Present services adequate	N	9	126
	%	60.0	40.9
More services needed	N	6	116
	%	40.0	37.7
No opinion	N		37
	%		12.0
No response	N		17
	%		5.5

Of the responses obtained 60% of the principals and 40% of the teachers consider present services adequate; 40% of the principals' responses and 37% of the teachers' responses indicate that more services are needed.

Principals and teachers were asked to evaluate the present level of on-site in-service activities. Responses of both principals and teachers are included in table 11. Fifteen (100%) of the principals and 308 (93%) of the teachers responded to the questionnaire.

TABLE 11

Number of Responses and Percentages Summarized from the Principals' and Teachers' Questionnaires, Concerned With the Adequacy of the Present Level of On-Site In-Service Activity

Categories		Principals' Responses (N = 15)	Teachers' Responses (N = 308)
Less services needed	N		11
	%		3.6
Present services adequate	N	4	98
	%	26.7	31.8
More services needed	N	11	153
	%	73.3	49.7
No opinion	N		32
	%		10.4
No response	N		14
	%		4.5

Of the responses obtained 73% of the principals and 49.7% of the teachers indicate that more services are needed; 26.7% of the principals and 31.8% of the teachers consider the present services adequate.

Junior High Level

Centrally Organized Activity

One additional supervisor of Reading was provided at the secondary level to work in cooperation with the Oakland Public Schools regular Supervisor of Secondary Language Arts. She was responsible for the supervision and continuity of the ESEA program and relating it to the District's total secondary program.

The Supervisor of Reading for ESEA secondary schools scheduled regular meetings with reading teachers, English teachers and the Teacher Assistants for Language Development (TALD). As at the elementary level, the TALD had responsibility for coordinating the school site compensatory education program. Meetings with school personnel included:

1. Meetings related to areas of interest to staff members
2. Interpretation of the program
3. Correlation of activities in reading labs and English classes
4. Presentation of successful instructional approaches by personnel involved in the program

A variety of centrally-organized in-service activities were developed by the Supervisor of Reading. Some examples follow.

Of particular interest was a film, All About the Library, which had been produced by an English elective class. The presentation included an explanation of the planning and student activity involved in the production.

During the presentation of an imagery-sensory approach to creative thinking and writing, teachers were asked to participate in an instructional situation similar to that of junior high students. The teachers were asked to write their reactions to five light shows introduced during the meeting. Ten students who had previous experience with this kind of activity had been invited to attend this session. Before the close of the session, samples of the writing of both groups were read and discussed.

In April, 1967, questionnaires were distributed to the secondary staff members of ESEA schools. Copies of these questionnaires will be found in Appendix I-D . Principals and teachers were asked to give their opinions of the value and/or effectiveness of the various services provided as a result of the ESEA program. Three (100%) of the principals and 43 (97.6%) of the teachers responded to the questionnaires. Only those teachers, ie., regular classroom English teachers, Reading teachers and TALD's, directly involved in the compensatory education program were included in this survey. Reactions to these questionnaires are presented throughout the remainder of the section on Secondary School In-service activities.

Tables 12 and 13 present data from the principal and teacher questionnaires related to the value of various centrally organized in-service activities.

TABLE 12

Number and Percentages of Principals' Responses to the Question, "Did You Participate in Any of the Following In-Service Activities Centrally Organized by the District ESEA Office Involving: " (N = 3)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?	N		3			1	1	1	
	%		100.0			33.3	33.3	33.3	
2. Classroom observations	N		3			1	2		
	%		100.0			33.3	66.7		
3. Other inter-school visitations?	N	1	2		1		1		
	%	33.3	66.7		50.0		50.0		
4. Other? (Please specify)									
a.									
b.									
c.									

TABLE 13

Number and Percentages of Teachers' Responses to the Question, "Did You Participate in Any of the Following In-service Activities Centrally Organized By the District ESEA Office Involving:" (N = 43)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?	N	5	38		7	20	7		4
	%	11.6	88.4		18.4	52.6	18.4		10.5
2. Classroom observations	N	36	7			2	3	1	1
	%	83.7	16.3			28.6	42.9	14.3	14.3
3. Other inter-school visitations?	N	26	17			10	4		3
	%	60.5	39.5			58.8	23.5		17.6
4. Other? (Please specify)									
a.									
b.									
c.									

Of the responses obtained 100% of the principals indicate that classroom observations and meetings related to reading and language arts instruction were of "some" or "much" value; 71% or more of the teachers' responses in each category indicated the activity was of value.

Table 14 indicates opinions of principals and teachers related to the adequacy of centrally organized in-service activities. It will be noted from this table that all three principals indicated that the present level of services was adequate whereas nearly one half of the teachers responding indicated a need for more in-service opportunities. (Table 14 on following page)

TABLE 14

Number and Percentages of Principals' and Teachers' Reactions Relating to the Adequacy of the Present Level of Services Organized by the Central Office

Categories		Principals' Responses (N = 3)	Teachers' Responses (N = 43)
Less services needed	N		4
	%		9.3
Present service adequate	N	3	17
	%	100.0	39.5
More service needed	N		19
	%		44.2
No opinion	N		2
	%		4.7
No response	N		1
	%		2.3

School Site Activity

One Teacher Assistant in Reading Development (TALD) was provided at each of the three junior high school levels to assist in the development of on-site in-service activities. Teacher assistants held weekly meetings with English and reading teachers including assistance to teachers in the areas listed below:

1. Interpretation of the program
2. Selection of materials to reinforce the instructional program
3. Planning and organization of reading and language units with teaching teams
4. Sharing of techniques and materials
5. Effective use of additional personnel such as the instructional media specialists and parent aides
6. Pre-planning of cultural enrichment experiences
7. Basic skills and techniques of reading and language instruction
8. Evaluation of the progress of individual students

Other activities of the TALD's included demonstration teaching in individual classrooms and coordination of activities for on-site in-service activities of central office personnel.

At one school site, workshops were organized for both teachers and teacher aides. Each workshop was in operation for a period of one week. Leadership for the workshops included on-site personnel and members of the district's central office staff. Topics explored during the workshops are presented as follows.

Workshop for Teachers

1. The Team Approach to Reading
2. The New Concepts of the Library's Role in Reading
3. Planning In-Service Involving the Teacher Aide
4. The Mechanics of Organization in the Reading Laws
5. Audio Visual Circulation for Fall
6. Diagnostic Reading - Its Mobility Factors
7. Compiling Student Records
8. Procedure for Student Transfers
9. Unit Work

Workshop for Teacher Aides

1. Understanding the Child's Needs
2. Working with Children on a One-to-One Basis
3. Building Good Attitudes in the Classroom
4. Working with Teachers in Understanding Child Growth and Development
5. Teacher Aides Plans - Preparation and Implementation
6. Diagnostic Testing - Working with the Team in Administration, Correction, Recording, and Evaluation
7. Audio Visual Circulation for 1967
8. Working with Machines
9. Teacher Aides and the Cultural Enrichment Program

Three (100%) of the principals and 43 (97.6%) of the teachers responded to the questionnaires regarding in-service activities of the TALD's. Summaries of their responses are presented in Tables 15, 16, and 17.

TABLE 15

Number and Percentages of Responses Summarized from the In-Service Section of the Principals' Questionnaire in Answer to the Question, "How Helpful Has the Teacher Assistant for Language Development Been to You in: " (N = 3)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Coordinating the development of the reading and language program in your school?	N				3		
	%				100.0		
2. Innovating new instructional approaches, materials, and teaching methods	N				2	1	
	%				66.7	33.3	
3. Planning and coordinating cultural enrichment activities?	N				3		
	%				100.0		
4. Ordering and maintaining supplies, materials, and equipment	N				3		
	%				100.0		
5. Providing in-service experiences	N				3		
	%				100.0		
6. Coordination and instruction within the teacher aid program?	N			1	2		
	%			33.3	66.7		

TABLE 16

Number and Percentages of Responses Summarized From the In-Service Section of the Teachers' Questionnaire in Answer to the Question, "How Helpful Has the Teacher Assistant for Language Development Been to You in:" (N = 43)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Coordinating the development of the reading and language program in your school?	N			13	23	4	
	%			32.5	57.5	10.0	
2. Innovating new instructional approaches, materials, and teaching methods?	N		2	12	21	3	2
	%		5.0	30.0	52.5	7.5	5.0
3. Planning and coordinating cultural enrichment activities?	N	1	1	9	24	5	
	%	2.5	2.5	22.5	60.0	12.5	
4. Ordering and maintaining supplies, materials, and equipment	N			10	27	3	
	%			25.0	67.5	7.5	
5. Providing in-service experiences	N	1	2	11	23	3	
	%	2.5	5.0	27.5	57.5	7.5	
6. Coordination and instruction within the teacher aid program	N	2	2	13	16	7	
	%	5.0	5.0	32.5	40.0	17.5	

TABLE 17

Number of Responses and Percentages Summarized From the Principals' and Teachers' Questionnaires Concerned With the Adequacy of the Present Level of Service Provided by the TALD's

Categories		Principals Responses (N = 3)	Teachers' Responses (N = 43)
Less services needed	N		1
	%		2.3
Present service adequate	N	2	29
	%	66.7	67.4
More service needed	N	1	8
	%	33.3	18.6
No opinion	N		3
	%		6.9
No response	N		2
	%		4.7

A team of two teachers was assigned to work with individual teachers at the junior high level to demonstrate a variety of instructional techniques. Demonstrations in the three junior high schools included:

1. The development of study units in Poetry Reading and Poetry Writing, Short Stories, General Composition, Personal Writing, Essays, and Space Exploration
2. Activity resulting in the publication of a literary-art magazine at each school site
3. Activity leading to the publication of weekly newspapers in three specific classes

Teaching team members made further contributions through their presentations at general in-service meetings.

Tables 18, 19, and 20 present the results of the questionnaires relative to on-site in-service activity at the junior high level.

TABLE 18

Number and Percentages of Principals' Responses to the Question, "Did you Participate in Any On-Site Activities Which Were Designed to:" (N = 3)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provide opportunities to develop better techniques for reading and language development?	N		3			2	1		
	%		100.0			66.7	33.3		
2. Provide opportunities to examine, evaluate and select the best new materials?	N		3				3		
	%		100.0				100.0		
3. Provide opportunities for observations and the exchange of successful ideas and techniques at your school?	N		3				3		
	%		100.0				100.0		

TABLE 19

Number and Percentages of Teachers' Responses to the Question, "Did You Participate in Any On-Site Activities Which Were Designed to:" (N = 43)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provide opportunities to develop better techniques for reading and language development?	N	6	37		3	16	12		6
	%	14.0	86.0		8.1	43.2	32.4		16.2
2. Provide opportunities to examine, evaluate and select the best new materials?	N	6	37		1	14	17		5
	%	14.0	86.0		2.7	37.8	45.9		13.5
3. Provide opportunities for observations and the exchange of successful ideas and techniques at your school?	N	14	29		3	11	12		3
	%	32.6	67.4		10.3	37.9	41.4		10.3

In each category 100% of the principals' responses and 79% or more of the teachers' responses indicated each activity was of "some or much value".

TABLE 20

Number of Responses and Percentages Summarized from the Principals' and Teachers' Questionnaires Concerned With the Adequacy of the Present Level of On-Site Activity

Categories		Principals' Responses (N = 3)	Teachers' Responses (N = 43)
Less services needed	N		1
	%		2.3
Present service adequate	N	3	19
	%	100.0	44.2
More service needed	N		21
	%		48.8
No opinion	N		1
	%		2.3
No response	N		1
	%		2.3

As was true with the question related to centrally organized in-service provisions all three principals indicated that the present level of on-site in-service was sufficient whereas nearly one half (48.8%) of the teachers felt that more of this kind of activity was needed.

Senior High Level

Centrally Organized Activity

The Supervisor of Reading employed for the secondary level worked with the Teacher Assistant in Language Development and teachers at the ESEA high school in the manner described under the junior high section of this report. Teacher responses to that portion of the questionnaire regarding centrally organized in-service activity are summarized below in Table 21.

TABLE 21

Number of Responses and Percentages of Teachers' Responses to the Question, "Did You Participate in Any of the Following In-Service Activities Centrally Organized By the District ESEA Office Involving:" (N = 10)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know
14a. Meetings related to reading and language arts instruction?	N	5	5			3	2	
	%	50.0	50.0			30.0	20.0	
14b. Classroom observations?	N	8	2		1	1		
	%	80.0	20.0		10.0	10.0		
14c. Other inter-school visitations?	N	10						
	%	100.0						
14d. Other? (Please specify)	N		1				1	
(1) CCTE Conf.	%		10.0				10.0	
(2)								
(3)								

School Site Activity

The Teacher Assistant for Language Development (TALD) employed at the senior high level scheduled regular department meetings which included:

1. The development of a suggested list to improve the ESEA high school instructional program
2. Discussion by teachers of instructional progress
3. Reports on the various conferences attended
4. The discussion and distribution of materials from educational journals
5. A discussion of the effectiveness of the total program
6. Discussions of case study projects

The TALD also coordinated in-service activities of central office personnel conducted at the school site. Teacher responses to that portion of the questionnaire regarding school site in-service activity are summarized in Table 22.

TABLE 22

Number of Responses and Percentages of Teachers Responding to the Question, "Did You Participate in Any On-Site In-Service Activities Which Were Designed to:" (N = 10)

Questions		No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know
15a. Provide opportunities to develop better techniques for reading and language development?	N		10			6	4	
	%		100.0			60.0	40.0	
15b. Provide opportunities to examine, evaluate, and select the best new materials?	N		10		1	5	4	
	%		100.0		10.0	50.0	40.0	
15c. Provide opportunities for observations and the exchange of successful ideas and techniques at your school?	N	1	9			5	4	
	%	10.0	90.0			50.0	40.0	

In-service Experiences for Supportive Personnel

Instructional Media Specialists

In-service activities for instructional media specialists and librarians in the ESEA schools were planned and implemented by the Director of Instructional Media of the Oakland Public Schools. Following is a list of in-service activities experienced by members of this group.

1. Two general meetings with K-12 personnel
2. Regular monthly meetings which included:

    a. The sharing of problems and ideas
    b. Developing an understanding of services offered at the junior high level
    c. Visits to a new instructional media center
    d. Participation in an in-service program during which new instructional film techniques were explored

3. Attendance at a demonstration of new audio-visual equipment
4. Attendance at a meeting of the Association of Children's Librarians
5. Selection and purchase of material such as bibliographies and filmstrips for professional enrichment.

One ESEA librarian developed a bibliography of books recommended for use with the Ginn basal readers. This bibliography was later reproduced and issued to teachers throughout the district.

Guidance Consultants and Counselors

Guidance consultants serving ESEA schools participated in regular staff meetings with members of the Oakland Public Schools Department of Individual Guidance. Staff members also met in sub groups to discuss problems unique to particular schools.

School counselors in the ESEA program took part in in-service meetings related to counseling disadvantaged youth. The Psychology Department chairman of one of the California State colleges served for the second year as a consultant for these meetings.

Conference Attendance

Members of the ESEA Professional Staff were afforded the opportunity to participate in conferences of professional organizations and pertinent workshops. These projects were designed to increase understanding and upgrade instruction in many areas. Table 23 provides information on the conferences and numbers of personnel attending. (Table 23 on following page)

TABLE 23

Summary of Attendance by Members of ESEA Staff at Conferences and Workshops

Conference, Meeting, or Workshop Attended	Number Attending
Conference of the Calif. Reading Assoc.	20
Calif. Advisory Council on Ed. Research	4
National Council of Teachers of Eng. (Houston)	3
Calif. Educational Research Assoc.	1
National Council of Teachers of Eng. (Sacramento)	5
International Reading Assoc.	15
Dept. of Education (Intergroup Relations)	2
Conf. of Project Directors and Coordinators	5
International Study Conf. of the Assoc. for Childhood Education	1
Calif. Assoc. for the Teachers of Eng. (Asilomar)	8
Meetings - State Dept. of Education	1
Bay Area Conference in Compensatory Education	3
Conference on African Arts	7
Conf. of the Assoc. of Mexican Amer. Education	1
Univ. of Calif. Workshop "Schools in Disadvantaged Communities"	1
Meeting of Calif. Jr. High Committee (CASSA)	2
Calif. Guidance and Counseling Assoc. Convention	1
Calif. Assoc. for the Teachers of Eng. (Los Angeles)	19
Total	99

PARTICIPATION OF HUMAN RELATIONS STAFF MEMBERS IN ESEA SCHOOLS

Since the opening of schools in September, 1966, the Staff of the Office of Human Relations has continued to assist school staffs in the development of a variety of human relations programs and activities which have had as their focus increased understanding and appreciation of human values. Participation of the human relations staff in ESEA schools has included:

1. The organization of study groups, conferences and workshops designed for teachers of both sending and receiving schools involved in the Elementary School Integration Program. The Elementary School Integration Program pilot project provides transportation to students from three ESEA target schools to other parts of the district where classroom space is available and where the opportunities for promoting quality education through the integration process are most feasible.

2. Presentations, upon the request of the school principals, to school faculties for the purpose of (a) stimulating interest in human relations and (b) assisting faculties in the identification of both positive and negative practices and procedures which influence human relations within the school, within the community, and between school and community.

3. Assistance to the schools in the establishment of committees or councils to function as advisory bodies which would:

   a. Analyze existing problems
   b. Make recommendations and suggestions to ameliorate these problems
   c. Strengthen lines of communication between the school and the community

4. Participation in school community involvement meetings designed to educate school staff personnel and community citizens of specific areas, both positive and negative, which affect the education process of boys and girls. One ESEA school devoted its first school-community meeting to a discussion of school and community problems in communication. Another ESEA school's community involvement meetings have been concerned with academic achievement of their students, school discipline, and parent teacher education in human relations. A third school has concentrated its efforts to assist Spanish-speaking parents to participate and voice their concerns on school community relationships.

All of the ESEA schools have been involved in the activities described above and are functioning at varying degrees of development and/or intensity.

IN-SERVICE FOR TEACHER AIDES

Role of the Teacher on Special Assignment for Teacher Aides

One Teacher on Special Assignment was provided to facilitate the work of all ESEA teacher aides employed through the Department of Urban Educational Services. In addition to the administrative duties related to this project, she made the following contributions to the in-service of teacher aides.

1. Planned and implemented general in-service meetings for teacher aides
2. Provided a bulletin containing guidelines for the evaluation and responsibilities of teacher aides. This bulletin was developed last year and contains specific sample activities for teacher aides.
3. Enlisted the aid of specialists in developing training sessions
4. Conducted sessions on child growth and development
5. Assisted with the interpretation of the role of teacher aides
6. Developed bibliography for teacher and teacher aide use
7. Cooperated with the preschool office in planning preschool-kindergarten sessions
8. Assisted with the evaluation and implementation of in-service training at the school site upon request
9. Planned and implemented program of in-service activities for parochial schools included in the ESEA project
10. Maintained records of in-service activities at the central office and on-site levels
11. Developed a method for obtaining reactions of personnel participating in particular in-service meetings. As an example of this activity a summary of the reactions of the personnel participating in a general meeting for aides held on December 2 is presented in Table 24. A sample of the evaluative instrument used is included in Appendix V-B.

TABLE 24

Number of Responses Summarized From the Teacher Aide In-Service Questionnaire Relative to December 2, General Meeting

Questions	Oakland Public School Personnel		Parochial School Personnel	
	N	%	N	%
1. The ideas and information which were presented were:				
Generally new	92	30.4	2	22.2
Some were new	138	45.5	6	66.7
Few were new	65	21.5	1	11.1
Nothing was new	8	2.6	0	0.0
2. From which part of the program did you gain the most useful information or help?				
Speaker	227	84.7	6	85.7
Skits	12	4.5	0	0.0
Discussion Group	22	8.2	1	14.3
Other	7	2.6	0	0.0
3. The information and ideas presented were				
Very helpful	176	65.7	3	37.5
Helpful	69	25.7	4	50.0
Of some help	16	6.0	1	12.5
Of little help	7	2.6	0	0.0

Role of the Teacher Assistants in Reading Development

The teacher assistants at each school site held weekly in-service meetings with teacher aides. In addition to sessions designed to improve basic techniques, emphasis was placed on children's literature. Teacher aides were encouraged to become familiar with recommended children's books and improve their skills in storytelling and story reading. In one school the Language Master was used to help teacher aides improve their own language skills.

PAROCHIAL SCHOOL INVOLVEMENT

The ESEA program affords an opportunity for increased interaction between the parochial and public schools. Parochial school staff members were invited to attend demonstrations organized for public school personnel. The supervisor of ESEA elementary schools was a speaker at two on-site meetings organized for the parochial schools.

In-service activity for teacher aides serving parochial schools is planned and implemented by the teacher on special assignment for teacher aides. Parochial school aides have also been in attendance at the general meetings of the Oakland Public School teacher aides.

SUMMARY

The effectiveness of any in-service program is difficult to measure in concrete terms. The goals are long range goals and results are not always tangible or immediately apparent. Evaluative efforts, however, have provided some insight into the kinds of activities which recipients of the services consider valuable. It would appear that staff members generally feel that the present services are of value. It has also been indicated that even more services are needed.

Yetive Bradley
Consultant
Research Department

YB:bc
7/29/67

Pupils visit Latin-American Library

Parent Interviewer calls at home

CHAPTER VI

OTHER STUDIES

CONTENTS

Report of Parent Interview Survey Conducted in ESEA Target Area

Report on Elementary School Program for Non-English-Speaking Students

Report of Elementary School Discipline Study

REPORT OF PARENT INTERVIEW SURVEY CONDUCTED IN ESEA TARGET AREA

INTRODUCTION

Efforts to meet the special educational needs in the ESEA schools have resulted in the implementation of increased and improved programs and services for disadvantaged students. Provisions have included extensive reading and language programs, increased library service, increased health services, increased guidance and counseling services, teacher aides, and increased emphasis on the remedial reading program.

As part of the evaluative study to determine the effects of these and other ESEA services upon the students, a parent interview survey was conducted during the months of May and June, 1967. The purpose of the interview survey was to investigate the possible effects on students of the increased services based upon parental awareness and observation of student attitudes and achievement. It was assumed that parents would be aware of such possible changes in student attitudes and/or achievement at the close of the school year.

PROCEDURE

Sample Selection

A random sampling of 350 parents based upon a proportional representation of students enrolled in grades 1 to 12 was selected for the interviews.* Two additional samples were developed to provide alternate parents for use in cases where interviews with parents selected in the initial sample could not be successfully completed. A total of 508 interviews were processed before 336 were successfully completed. This number of parents interviewed represented approximately 3.2% of the total ESEA pupil enrollment. This percentage is an understatement of the ESEA parent population represented by the parent interviews, because most families have more than one child. The total number of households in the ESEA areas would therefore be substantially smaller than the student enrollment figure which was used as a basis for the percentage. It seems reasonable to assume that 10% or more of the families in the ESEA target areas are represented in this study.

The selection of the sample of parents to be interviewed was based upon the student characteristics of sex and grade level. The sampling of students in grades 1 to 9 was based upon the total school enrollment in the various grades of the ESEA schools. The sampling in grades 10 - 12 was based upon a student enrollment of 684 students in 19 English classes receiving services as a result of the ESEA program.

The following two tables indicate the distribution of the 350 students whose parents were initially selected for the interviews. Also presented in these two tables are the total number of interviews which were successfully completed.

Table 1 presents the initial distribution of elementary students whose parents were selected for interviewing and the number of interviews successfully completed.

*Enrollment in regular classrooms 1 - 12 at the time of sampling; does not include pre-school, kindergarten, or mentally retarded classes.

TABLE 1

Distribution of the Number of Proposed and Completed Interviews in Elementary Schools by Grade Level

Interviews	Grade Level						Total
	1	2	3	4	5	6	
Proposed	35	37	35	31	31	31	200
Completed	35	37	35	31	29	30	197

The 197 parents interviewed at the elementary level represent 98.5% of the basic elementary sample proposed.

Table 2 indicates the distribution and the completion of interviews at the junior and senior high levels.

TABLE 2

Distribution of the Number of Proposed and Completed Interviews in the Junior and Senior High Schools by Grade Level

Interviews	Grade Level						Total
	Junior High			Senior High			
	7	8	9	10	11	12	
Proposed	36	31	33	20	18	12	150
Completed	36	28	30	18	17	10	139

The 139 parents interviewed at the junior and senior high levels represent 92.7% of the proposed sample at the secondary level. The combined total of 336 interviews completed, indicated in tables 1 and 2, represent 96% of the total number of interviews proposed.

Instruments

Parent interview schedules were developed which related to the activities and services offered as a result of the ESEA Program of Compensatory Education. Three separate interview schedules were devised for parents of students enrolled in grades 1 to 12. These interview schedules were designated as:

Elementary - Grades 1 - 6
Junior High - Grades 7 - 9
Senior High - Grades 10 - 12

Questions in each of the interview schedules related to:

(1) student achievement
(2) student attitudes
(3) parent awareness of services

Changes which the ESEA Program of services brought about in students were determined:

(1) directly from parents through knowledge of services offered
(2) indirectly through behavioral changes parents observed or felt they had observed in their children.

Copies of the Elementary, Junior High, and Senior High Interview Schedules are included as Appendix VI-B.

Interviewers

Eight parents not professionally associated with the ESEA schools were initially employed to conduct the interviews. Preference was given to parents residing with the ESEA attendance areas. All but two interviewers employed were residents of the ESEA Target Area. Interviewers were employed on a temporary hourly basis not to exceed eight hours per day or 40 hours per week.

A one-day orientation training session was provided for the interviewers prior to beginning the survey. This training included information and procedures relating to:

(1) Ethics and Etiquette of Interviewing
(2) The Approach of the Interviewers
(3) Establishment of Interviewer Relations
(4) Reporting the Interview

To facilitate the work of the interview team, each interviewer was provided with an identification card and a letter of identification. Principals and law enforcement agencies were informed of the survey and given the names of the parents who would be conducting the interviews.

Procedures for Conducting Interview Survey

A letter providing information about the purpose of the survey was mailed from the Oakland Public Schools Research Department to parents of students to be interviewed. These letters were mailed so as to reach parents several days before the arrival of the interviewer.

Interviewers were supplied with Interview Schedules approximately twice a week with assignments for contact designated on the front cover sheet of the Interview Schedule. The interviewers made three attempts to contact parents before designating an interview to be unsuccessful or "incomplete." Only one attempt was made when evidence or valid information indicated parents were not residing at a designated address.

Data Analysis

Responses to each item in the Interview Schedules were tallied by grade level. Frequencies and percentages were then computed for each item. For the purpose of this report, composite results for each of the three Interview Schedules, indicating responses for each fixed alternative item are presented. Item by item results will be found in Appendix VI-B.

Frequencies and percentages of parent responses to 11 questions from each of the three interview schedules appear in the FINDINGS. The complete tabulation of the responses to all questions at each level may be found in Appendix VI-B.

A Chi square test of significance was computed for comparing responses of parents to one question which appeared in both the 1966 and 1967 interview schedules.

FINDINGS

The elementary, junior, and senior high interview schedules contained between 35 and 38 questions relating to the ESEA program of services. Eleven questions have been selected to illustrate the responses of parents at each of the three grade levels. One question also asked in a similar interview survey in 1966, indicates a comparison between the responses of parents this year and the preceding year.

Table 3 presents the responses of elementary, junior, and senior high parents in 1967 and responses in 1966 to the question:

> "Are you familiar with the ESEA Compensatory Education Program in the schools which began in February of 1966?"

TABLE 3

Number and Percents of Parent Responses in 1966 and 1967 Indicating Familiarity with ESEA Program

Grade Level	Parent Responses									
	1966					1967				
	Number Responding	Yes		No		Number Responding	Yes		No	
		N	%	N	%		N	%	N	%
Elementary* (1 to 6)	264	138	52.3	126	47.7	193	124	64.3	69	35.7
Junior High (7 to 9)	89	47	52.8	42	47.2	91	52	57.1	39	42.9
Senior High (10 to 12)	19	10	52.6	9	47.4	45	24	53.3	21	46.7
Total	372	195	52.4	177	47.6	329	200	60.8	129	39.2

*Chi square value significant at .05 level

The responses in table 3 indicate that almost two thirds of the parents at the elementary level and a little over half at the junior and senior high levels are familiar with the 1967 ESEA program. Parent responses in 1967 at all levels reflect an increase over the 1966 parent responses, but the greatest increase is noted at the elementary level. Application of the chi square significance test to the responses of 1967 and 1966 indicated a significant positive change in the responses of elementary parents.

Table 4 indicates the responses of elementary, junior and senior high parents to the question:

> "What is your opinion about your child's ability to do the work in school now as compared to last September?"

TABLE 4

Number and Percentage of Parent Responses Indicating the Ability of their Children to Understand Schoolwork Compared to Last September

Grade Level	Parent Responses								No Response	
	More Easily Understood		Less Easily Understood		No Change		Don't Know			
	N	%	N	%	N	%	N	%	N	%
Elementary	136	69.0	17	8.6	37	18.8	6	3.0	1	.5
Junior High	48	51.1	8	8.5	32	34.0	5	5.3	1	1.1
Senior High	23	51.1	1	2.2	10	22.2	9	20.0	2	4.4
Total (336)	207	61.6	26	7.7	79	23.5	20	6.0	4	1.2

The responses in table 4 indicate 69% of the parents of elementary students and 51% of the parents of junior and senior high students felt their children understood their school work more easily than was true in the fall of the school year. Of the responses received 34% of the junior high parents and 22% of the senior high parents indicated no change in the ability of their children to do or understand the work in school now as compared to the beginning of the school year.

Table 5 indicates the responses of elementary, junior high and senior high parents to four questions concerning their child's progress in reading, spelling, writing, and listening ability since the beginning of the school year. (See next page)

TABLE 5

Number and Percents of Parent Responses Indicating Progress in Reading, Spelling, Writing and Listening Compared to Last September

Interview Question	Grade Level	Response Category*											
		Much Better		Somewhat Better		A Little Better		About the Same		Not as Good		Don't Know	
		N	%	N	%	N	%	N	%	N	%	N	%
What would you say about your child's progress in reading since last September?	Elementary** (2 to 6)	76	46.9	30	18.5	23	14.2	23	14.2	4	2.5	4	2.5
	Junior High (7 to 9)	41	43.6	17	18.1	9	9.6	24	25.5			3	3.2
	Senior High (10 to 12)	15	33.3	9	20.0	7	15.6	12	26.7			2	4.4
	Total (301)	132	43.8	56	18.6	39	13.0	59	19.6	4	1.3	9	3.0
What would you say about your child's progress in spelling since last September?	Elementary** (2 to 6)	61	37.6	44	27.2	34	21.0	18	11.1	3	1.9	1	.6
	Junior High (7 to 9)	31	33.0	21	22.3	20	21.3	18	19.1			3	3.2
	Senior High (10 to 12)	9	20.0	13	28.9	12	26.7	9	20.0			2	4.4
	Total (301)	101	33.6	78	25.9	66	21.9	45	14.9	3	1.0	6	2.0
What would you say about your child's progress in writing since last September?	Elementary** (162)	64	39.5	39	24.1	30	18.5	21	13.0	5	3.1	2	1.2
	Junior High (94)	37	39.4	19	20.2	10	10.6	28	29.8				
	Senior High (45)	12	26.7	7	15.6	5	11.1	21	46.7				
	Total (301	113	37.5	65	21.6	45	14.9	70	23.3	5	1.7	2	.7
How about your child's ability to listen to what others are saying now as compared to 1 last fall?	Elementary (197)	79	40.1	50	25.4	33	16.8	35	17.8				
	Junior High (94)	35	37.2	23	24.5	12	12.8	23	24.5			1	1.1
	Senior High (45)	12	26.7	11	24.4	8	17.8	12	26.7			1	2.2
	Total (336)	127	37.8	84	25.0	53	15.8	70	20.8			2	.6

* Numbers and Percents of No Responses are not indicated.
** First Grade Responses are not included. (2 to 6 N = 162)

Table 5 indicates that as a whole approximately 60% of all parents indicated their child's progress in reading, spelling, writing and listening to be somewhat or much better now as compared to the beginning of school. The responses also reveal that greater percentages of elementary parents indicated improvement in each area while greater percentages of senior high parents indicated their child to be about the same now as compared to last fall.

Table 6 presents the responses of elementary, junior and senior high parents to the question:

> "How helpful do you feel the present program of reading instruction is in helping your child to improve his reading?"

TABLE 6

Number and Percents of Parent Responses Indicating Helpfulness of Child's Present Program of Reading Instruction

Grade Level	Parent Response										No Response	
	Very Helpful		Somewhat Helpful		A Little Helpful		No Help		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	86	53.1	37	22.8	21	13.0	5	3.1	13	8.0		
Junior High	53	56.4	16	17.0	15	16.0			9	10.0	1	1.1
Senior High	13	28.9	9	20.0	8	17.8			14	31.1	1	2.2
Total	152	50.5	62	20.6	44	14.6	5	1.7	36	12.0	2	.7

Table 6 indicates 73% to 86% of the parents at the elementary and junior high levels were of the opinion that the present reading program was either somewhat or very helpful to their child. While approximately half of the senior high parents felt the reading program to be somewhat or very helpful, 31% indicated they didn't know.

Parents at each of the three grade levels were asked if their child had been on any trips since the beginning of school in September. Three hundred of the 336 parents interviewed indicated that their child had gone on one or more trips. Table 7 presents the responses of these 300 parents to the question:

> "How valuable do you feel these trips have been?"

TABLE 7

Number and Percents of Parent Responses Indicating
Value of Trips Taken by Child

Grade Level	Parent Response										No Response	
	Very Valuable		Somewhat Valuable		A Little Valuable		Of No Value		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	150	79.8	24	12.8	6	3.2	5	2.7	1	.5	2	1.5
Junior High	51	67.8	16	21.3	6	8.0	1	1.3	1	1.3		
Senior High	27	73.2	7	19.0	1	2.7	1	2.7			1	2.7
Total	228	76.0	47	15.7	13	4.3	7	2.3	2	.7	3	1.0

Table 7 indicates approximately two thirds to three quarters of the parents at each grade level considered the trips taken by their child to be very valuable. Approximately 92% of all elementary, junior and senior high parents felt the trips to be either somewhat or very valuable.

Table 8 presents the responses of elementary, junior and senior high parents to the question:

"In comparison with teachers in other Oakland Schools, how do you feel about the teachers at your child's school?"

TABLE 8

Numbers and Percents of Parent Responses Indicating
Opinion of Teachers at Child's School

Grade Level	Parent Response												No Response	
	Much Better		Somewhat Better		A Little Better		About the Same		Not As Good		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	32	16.2	26	13.2	10	5.1	77	39.1	6	3.0	42	21.3	4	2.0
Junior High	4	4.3	7	7.4	4	4.3	45	47.9	6	6.4	27	28.7	1	1.1
Senior High			8	17.8			28	62.2	3	6.7	6	13.3		
Total	36	10.7	41	12.2	14	4.2	150	44.6	15	4.5	75	22.3	5	1.5

Table 8 indicates most of the parents interviewed felt the teachers were about the same as teachers in other schools. Approximately 22% of the parents indicated the teachers to be better while the same percentage indicated they didn't know.

Table 9 presents the response of elementary, junior and senior high parents to the question:

"What is your overall opinion of your child's school?"

TABLE 9

Number and Percents of Parent Responses Indicating Overall Opinion of School Child Attends

Grade Level	Parent Response												No Response	
	Excellent		Above Average		Average		Below Average		Poor		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	45	22.8	22	11.2	108	54.8	8	4.1	5	2.5	6	3.1	3	1.5
Junior High	16	17.0	5	5.3	60	63.6	6	6.4	4	4.2	3	3.2		
Senior High	7	15.6	5	11.1	28	62.2	2	4.4	1	2.2	2	4.4		
Total	68	20.2	32	9.5	196	58.3	16	4.8	10	3.0	11	3.3	3	1.0

Table 9 indicates the majority of parents interviewed, 58%, rated the school as being average. Approximately 10% rated the school above average and 20% of the parents rated it as excellent. Only 7.8% rated it below average or poor.

Table 10 presents the responses of elementary, junior and senior high parents to the question:

"What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?"

TABLE 10

Number and Percents of Parent Responses Indicating Impression of the Education Provided Child by the Oakland Public Schools

Grade Level	Parent Response								Don't Know		No Opinion		No Response	
	Excellent		Good		Fair		Poor							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	65	33.0	94	47.7	27	13.7	3	1.5	2	1.0	5	2.5	1	.5
Junior High	15	15.9	55	58.3	17	18.0	3	3.2	2	2.1	2	2.1		
Senior High	19	42.2	18	40.0	7	15.6	1	2.2						
Total	99	29.5	167	49.7	51	15.2	7	2.1	4	1.2	7	2.1	1	.3

The responses in table 10 indicate generally that 30% of the parents interviewed feel the Oakland Public Schools are doing an "excellent" job, 50% feel a "good" job is being done, and 15% feel a "fair" job is being done. Less than 6% accounted for those who felt a "poor" job was being done and those who had no opinion or made no response to the question.

SUMMARY

Parent reaction to questions concerning the ESEA program and the effects of the specific services upon their children was generally positive in nature. Elementary parents indicated a greater awareness of the ESEA services and activities in 1967, than in the previous year, but the responses of junior and senior high parents still indicate a need for increased communication between the school and the home to increase parent awareness of specific ESEA services to students.

Generally, parent responses indicated the programs in specific subject areas were beneficial in increasing their child's understanding and ability to do his school work. A greater proportion of elementary parents than junior and senior high parents indicated an awareness of progress on the part of their child in specific subject areas.

The analysis of responses also revealed that approximately 90% of the parents considered the school their child attended to be average or above average. Nearly 50% felt the teachers were about the same as those in other schools. Most parents also gave the opinion that the education provided by the Oakland Public Schools was good or excellent.

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8/8/67

REPORT OF ELEMENTARY SCHOOL DISCIPLINE STUDY

INTRODUCTION

The development of an improved educational program for disadvantaged children attending target area schools was the primary goal of the ESEA program of compensatory education in the Oakland Public Schools. The purpose of the Elementary School Discipline Study was to provide data for evaluating the impact of the ESEA program upon the incidence of disciplinary problems at target area schools. It was hypothesized that an improved educational program would reduce the amount of failure and frustration experienced by children attending these schools; as a result, fewer disciplinary problems would develop. It was further hypothesized that there would be a positive relationship between the ratio of the number of discipline referrals to school enrollment and the pupil-staff ratios represented by the four groupings of schools included in the study.

PROCEDURE

General Design of the Study

Four groupings of four schools each were included in the Elementary School Discipline Study. They were as follows:

ESEA Schools: The basic instructional program provided for three teachers for two classrooms ("3 on 2" plan) in grades one through three. In addition to this basic instructional program extra allotments of books, supplies, equipment and a variety of supportive services, including a remedial reading teacher, a librarian, teacher aides, and extra Guidance Consultant, Psychological evaluation and nursing services were provided.

ESEA-SB 28 Schools: The basic instructional program provided for an average class size of 25 pupils and all of the allotments of books, supplies, equipment and auxiliary services mentioned above for ESEA schools. In a number of instances it was not possible to fully implement the intended reduced class size program because of the unavailability of sufficient number of classrooms.

SB 28 Schools: The basic instructional program provided for an average class size of 25 pupils. None of the extra allotments of auxiliary services were provided, however. As in the ESEA-SB 28 schools, there were some instances where it was not possible to fully implement the reduced class size program because of a shortage of available classrooms.

Comparison Schools: No additional compensatory services were provided at these schools. All four of these schools have substantial numbers of disadvantaged pupils, but sufficient funds to provide needed additional compensatory education services for them have not as yet been made available. All four schools received allotments of teachers and auxiliary services according to regular district formulas.

Evaluation Instruments

Elementary School Staff Questionnaire: In April, 1967, questionnaires were distributed to 454 elementary school principals, vice principals and teachers. A total of 423 questionnaires, or 93.2%, were completed and included in the analysis of responses.

One section, consisting of three questions, requested members of the school staff to evaluate the effectiveness of the ESEA program and/or the SB 28 program in the following areas: 1) the reduction of the number of major disciplinary problems; 2) the reduction of the number of minor infractions of classroom rules; 3) in improved classroom control and management.

For purposes of analysis, the questionnaires were divided into the following three categories: ESEA schools, ESEA-SB 28 schools, and SB 28 schools. Within each category there were two sub-categories; principals, and teachers of grades kindergarten to six.

Copies of the staff questionnaires with frequency totals and percentages for each category of questions are included in Appendix I-D.

Daily Record Form of Elementary School Discipline Referrals: During the four-month period beginning February 6, 1967, and ending May 26, 1967, principals at 16 elementary schools kept daily records of the number of and reasons for disciplinary referrals. The purpose of these records was to provide descriptive data for comparing frequencies and percentages of reasons for referrals at the four groupings of schools included in the study.

For the purpose of analysis, the records for the 16 schools were grouped into four categories: ESEA schools, ESEA-SB 28 schools, SB 28 schools, and Comparison schools. An effort was made to balance the four groups in terms of the following characteristics: total pupil enrollment; size of school; socio-economic status of the pupils; and average achievement levels of the school.

The term discipline referral was defined in the following manner:

a. Will apply to any pupil who, because of a behavior problem or an attendance problem, has been sent to the office of the principal or the vice principal by a classroom teacher or other staff member.

b. Will apply to any pupil who, because of behavior within a classroom or elsewhere in and around the school plant, is disciplined by the principal or vice principal.

c. Will not apply to any pupil who is called into the office by the principal or vice principal to obtain information pertaining to the investigation of an incident.

The principals and vice principals were instructed to check one or more columns to indicate the reason or reasons for which each pupil had been referred to them.

The column titled "Referred by Substitute" was to be checked only when a referral for discipline had been made by a substitute teacher.

A copy of the Daily Record Form used by principals and vice principals may be found in Appendix VI-B.

Procedures for Analysis of Data

Responses to three questions related to school discipline were tallied from the staff questionnaires completed by 21 principals and vice principals, and 360 teachers of kindergarten through grade six.

The responses to questions about each area of discipline were analyzed in relation to four degrees of effectiveness: No Effect, Little Effect, Some Effect, or Much Effect.

All responses by principals and vice principals were totaled, and these totals appear with the percentages in the FINDINGS section of this report. The same procedure was followed in reporting the responses of the teachers, which also appear in the FINDINGS.

Summaries of the number and percentages of reasons for discipline referrals appear in the FINDINGS. These were obtained in the following manner:

a. The 16 weeks-total of all referrals made to principals and vice principals was compiled for each of the schools in the study.

b. The total number of discipline referrals at ESEA schools; ESEA-SB 28 schools; SB 28 schools; and at Comparison schools was compiled from the sums of discipline referrals for the individual schools in each group.

c. The percentage of reasons for discipline referrals for each grouping of schools was compiled by comparing the number of referrals for each category of reasons to the total number of referrals.

Ratios of the total number of discipline referrals to the total pupil enrollment for each grouping of schools are also reported in the FINDINGS. These ratios were obtained by dividing the total number of referrals for each school by the total enrollment reported by the principal in the monthly enrollment report for January, 1967. Means and standard deviations of these individual school ratios were then computed for each grouping of four schools.

An analysis of variance significance test was employed to determine if the differences of the mean ratios of the number of referrals to the total pupil enrollments for the four groupings of schools were statistically significant.

FINDINGS

Elementary School Staff Questionnaire

Table 1 indicates numbers and percentages of responses given by 21 principals and vice principals at ESEA schools, ESEA-SB 28 schools, and SB 28 schools to three questions about the effect of the compensatory education program at their schools upon discipline. The three questions relate to the following areas: 1) reduction of the number of major discipline problems; 2) reduction of the number of minor infractions of classroom rules; and 3) providing improved classroom control and management.

TABLE 1

Numbers and Percentages of Responses by Elementary School Principals and Vice Principals to the Discipline Section of the Elementary School Staff Questionnaire for ESEA, ESEA-SB 28 and SB 28 GROUPINGS of Schools

SERVICE TO STAFF		DEGREE OF EFFECTIVENESS								DON'T KNOW	
		NO		LITTLE		SOME		MUCH			
		N	%	N	%	N	%	N	%	N	%
Reducing the number of major discipline problems (fighting, defiance, etc.)	ESEA	-	-	1	16.2	-	-	5	83.3	-	-
	ESEA SB 28	-	-	-	-	5	55.6	4	44.4	-	-
	SB 28	-	-	1	16.7	2	33.3	3	50.0	-	-
Reducing the number of minor infractions of classroom rules	ESEA	-	-	1	16.7	2	33.3	3	50.0	-	-
	ESEA SB 28	-	-	1	11.1	6	66.7	2	22.2	-	-
	SB 28	-	-	1	16.7	3	50.0	2	33.3	-	-
Providing improved classroom control and management	ESEA	-	-	1	16.7	-	-	5	83.3	-	-
	ESEA SB 28	-	-	1	11.1	5	55.6	3	33.3	-	-
	SB 28	-	-	1	16.7	2	33.3	3	50.0	-	-

Table 1 indicates that the 21 principals and vice principals felt the compensatory education programs at their schools had a definite effect upon the reduction of disciplinary problems. The responses of 83.3% of the ESEA

principals and vice principals; 100% of the ESEA-SB 28 principals and vice principals; and 83.3% of the SB 28 principals and vice principals reflected the opinion that ESEA and/or SB 28 services were of Some Effect or Much Effect in reducing the number of major disciplinary problems. ESEA principals gave the highest number of Much Effect responses, 83.3%.

Responses indicate that 83.3% ESEA principals and vice principals, 88.9% ESEA-SB 28 principals and vice principals, and 83.3% SB 28 principals and vice principals reported Much Effect or Some Effect from ESEA and/or SB 28 services in the reduction of minor infractions of classroom rules.

Some or Much Effect in providing improved classroom control and management was reported by more than 83.3% of the principals participating in the three compensatory education programs.

Table 2 presents the responses of 164 ESEA teachers, 144 ESEA-SB 28 teachers, and 94 SB 28 teachers reflecting their evaluations of the degree of effectiveness of ESEA and SB 28 services in the reduction of the number of major disciplinary problems and minor infractions of classroom rules; and in providing improved classroom control and management.

TABLE 2

Numbers and Percentages of Responses by Teachers to the Discipline Section of the Elementary School Staff Questionnaire for ESEA, ESEA-SB 28 and SB 28 Groupings of Schools

SERVICE TO STAFF		DEGREE OF EFFECTIVENESS								DON'T KNOW		NO RESPONSE	
		NO		LITTLE		SOME		MUCH					
		N	%	N	%	N	%	N	%	N	%	N	%
Reducing the number of major discipline problems	ESEA	20	12.2	26	15.9	60	36.6	34	20.7	21	12.8	3	1.8
	ESEA SB 28	17	11.8	11	7.6	47	32.6	44	30.6	21	14.6	4	2.8
	SB 28	4	4.3	3	3.2	38	40.4	47	50.0	2	2.1	-	-
Reducing the number of minor infractions of class-room rules	ESEA	20	12.2	34	20.7	61	37.2	27	16.5	20	12.2	2	1.2
	ESEA SB 28	12	8.3	19	13.2	47	32.6	37	25.7	25	17.4	4	2.8
	SB 28	2	2.1	7	7.4	44	46.8	37	39.4	2	2.1	2	2.1
Providing improved classroom control and management	ESEA	22	13.4	27	16.5	63	38.4	30	18.3	20	12.2	2	1.2
	ESEA SB 28	14	9.7	14	9.7	48	33.3	43	29.9	20	13.9	5	3.5
	SB 28	2	2.1	4	4.3	27	28.7	61	64.9	-	-	-	-

The responses of teachers shown in Table 2 indicate a wide range of opinions about the effectiveness of ESEA and SB 28 services in reducing disciplinary problems.

A percentage of 57.3 of the ESEA teachers, 63.2% of the ESEA-SB 28 teachers, and 90.4% of the SB 28 teachers indicated that ESEA and/or SB 28 services had been of Some Effect or Much Effect in reducing the number of major disciplinary problems at their schools. No Effect or Little Effect responses were given by 28.1% of the ESEA teachers, 19.3% of the ESEA-SB 28 teachers, and 8.5% of the SB 28 teachers. Don't Know and No Response were the responses given by 14.6% of the ESEA, 17.4% of the ESEA-SB 28 teachers, and 0.% of the SB 28 teachers.

The effect of ESEA and SB 28 services upon the reduction of minor infractions of classroom rules was evaluated as follows: 53.7% of the ESEA teachers, 58.3% of the ESEA-SB 28 teachers and 86.2% of the SB 28 teachers reported Some Effect or Much Effect upon the reduction of minor disciplinary problems. A group of 32.9% of the teachers at ESEA schools, 21.6% of the teachers at ESEA-SB 28 schools, and 9.5% of the teachers at SB 28 schools responded No Effect or Little Effect. The response of Don't Know or No Response was given by 13.4% of the ESEA teachers, 20.2% of the ESEA-SB 28 teachers, and 4.2% of the SB 28 teachers.

The impact of ESEA and SB 28 services upon schools in providing improved classroom control and management was reported to be of Some Effect or Much Effect by 56.7% of the ESEA teachers, 63.2% of the ESEA-SB 28 teachers and 93.6% of the SB 28 teachers. The responses of No Effect or Little Effect were given by 29.9% of the ESEA teachers, 19.4% of the ESEA-SB 28 teachers, and 6.4% of the SB 28 teachers. A group of 13.4% of the ESEA teachers, 17.4% of the ESEA-SB 28 teachers, and none of the SB 28 teachers indicated Don't Know or No Response answers.

Daily Record Form For Disciplinary Referrals

Table 3 presents the numbers and percentages of reasons for discipline referrals to principals and vice principals at four elementary schools participating in the ESEA program; four in the ESEA-SB 28 program; four in the SB 28 program; and at the four Comparison elementary schools.

TABLE 3

Numbers and Percentages of Reasons for Discipline Referrals to Principals and Vice Principals at ESEA Schools, ESEA-SB 28 Schools, SB 28 Schools, and Comparison Elementary Schools

TYPE OF PROGRAM		REASONS FOR DISCIPLINARY REFERRALS										
		CLASSROOM MISBEHAVIOR	FIGHTING	DEFIANCE	REFUSAL TO DO WORK	USE OF PROFANE LANGUAGE	FAILURE TO OBSERVE SCHOOL RULES	THEFT OR DAMAGE TO PROPERTY	ATTENDANCE (TARDINESS OR TRUANCY)	OTHER	REFERRED BY SUBSTITUTE	T O T A L
ESEA	No.	813	802	129	59	85	483	72	166	295	80	2984
	%	27.3	26.9	4.3	1.9	2.9	16.2	2.4	5.5	9.9	2.7	100.
ESEA-SB 28	No.	1449	1416	498	138	113	930	52	226	396	196	5414
	%	26.8	26.2	9.2	2.5	2.1	17.2	.9	4.2	7.3	3.6	100.
SB 28	No.	616	493	173	135	75	398	74	132	241	92	2429
	%	25.4	20.3	7.1	5.5	3.1	16.4	3.1	5.4	9.9	3.8	100.
COMPARISON	No.	976	697	199	146	72	595	44	329	470	241	3769
	%	25.9	18.5	5.2	3.9	1.9	15.8	1.2	8.7	12.5	6.4	100.

Table 3 indicates that classroom misbehavior and fighting were the major reasons for disciplinary referrals at all four groups of schools. The percentage of referrals for these reasons range from 27.3% to 25.9% for classroom misbehavior and from 26.9% to 18.5% for fighting.

Principals and vice principals at ESEA-SB 28 schools received 11.7% discipline referrals for pupils who are defiant or refuse to work. At SB 28 schools, 12.6% of the referrals were for these reasons; at Comparison schools, 9.1%; and at ESEA schools, only 6.2%.

Very little difference was demonstrated among the four groups of schools in the percentage of pupils referred for use of profane language, failure to observe school rules, theft or damage to property, attendance, and referrals by substitutes.

Table 4 presents the total pupil enrollment, the total number of discipline referrals, and mean and standard deviations for the ratios of the number of discipline referrals to the total pupil enrollment at the four groupings of schools.

TABLE 4

Total Pupil Enrollment, Total Number of Discipline Referrals and Means and Standard Deviations for Ratios of Discipline Referrals to Enrollment for ESEA, ESEA-SB 28, SB 28, and Comparison Schools

TYPE OF ELEMENTARY SCHOOL PROGRAM	TOTAL PUPIL ENROLLMENT	TOTAL DISCIPLINE REFERRALS	MEAN RATIOS OF DISCIPLINE REFERRALS TO PUPIL ENROLLMENT	S.D. FOR RATIOS
ESEA	2431	2753	1.01	.62
ESEA-SB 28	2444	4560	2.00	.78
SB 28	2378	2087	1.18	.88
COMPARISON	2573	3382	1.55	.79

Table 4 indicates some variation in the means for the four groupings of schools. It will be observed, for example, that the mean ratio obtained for the SB 28 schools (1.18) was found to be nearly one half that of the ESEA-SB 28 schools (2.0). However, an inspection of standard deviations for the four groupings of schools reveals considerable variation in ratios within each of the groupings. In order to test the significance of these results an analysis of variance test of significance was applied. The resulting F ratio of 1.05 was not found to be significant. This finding indicates that because of the great variation which existed within the four groupings of schools there is no basis for attaching any real significance to the apparent difference obtained among the mean ratio values.

DISCUSSION AND SUMMARY

The results of the Elementary School Discipline Study were found to be inconclusive; consequently, they should be interpreted with caution.

In general, the responses to the Elementary School Staff Questionnaire indicate that the majority of the principals, vice principals, and teachers

at schools with ESEA and/or SB 28 services felt that these services had been effective in reducing the number of major discipline problems; reducing the number of minor discipline problems; and in providing improved classroom control and management. Within this general area of agreement, however, there were two ways in which the responses of administrators appear to differ somewhat from the responses of teachers:

a. A higher percentage of Don't Know and No Response answers were given by teachers than was given by principals and vice principals.

b. Principals at ESEA-SB 28 schools indicated a higher percentage of positive responses than did teachers at the same group of schools; and teachers at SB 28 schools indicated a higher percentage of positive responses than did principals at the same group of schools.

It is difficult to interpret the meaning of the differences in responses by administrators and by teachers to the discipline section of the Elementary School Staff Questionnaire. It may be that differences in the roles of administrators and of teachers caused them to perceive the questions somewhat differently. It may be that several teachers did not have many discipline problems in their classes, and therefore were unable to assess the impact upon discipline of the total program of services at their school.

The daily records of discipline referrals provided inconclusive data for the Discipline Study. The following factors may have contributed to this.

a. Data were collected from a limited sampling of schools; data collected from a larger sample of schools might have increased the possibility of obtaining significant differences.

b. Because names of pupils were omitted from the reports submitted for analysis, it is difficult to determine how many individual pupils are represented by the total number of referrals; as a result, ratios of interpretations of referrals to pupil enrollment may be somewhat ambiguous.

c. More than one reason was indicated for many of the referrals; differences in recording practices could affect the number of reasons indicated for each referral.

d. The fact that SB 28 schools, those receiving extra allotments of teachers to reduce class size to 25, were not able in a number of instances to fully implement the program may have influenced the results obtained in the study.

In summary, it may be stated that both administrators and teachers generally held the opinion that all three types of compensatory education programs had been of some or much help in reducing discipline problems. The results of the study analyzing the actual numbers of referrals made to the principals in the three compensatory education schools and in a group of comparison schools

not receiving additional compensatory education services, showed no significant differences among the discipline referral rates in the four groupings of schools. The findings of the latter study should be interpreted with some degree of tentativeness, however, because of the relatively small number of schools involved in each sub-grouping of schools in the study.

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JJW:ej
7-21-67

REPORT ON ELEMENTARY SCHOOL PROGRAM FOR NON-ENGLISH-SPEAKING STUDENTS

INTRODUCTION

A number of the children currently enrolled in the Oakland Public Schools speak little or no English. These children are in need of special understanding and help in that the language of the school is often foreign to them. A pilot program, funded through the ESEA Title I, was initiated in one school to provide Spanish-speaking children with additional help from an instructor who spoke their language. This instructor had received special training in the areas of language teaching and linguistics. The major purpose of the pilot program for the teaching of English to Spanish-speaking children was to help children equip themselves with the skills necessary to facilitate their learning in the regular classroom environment.

PROCEDURE

Program Description

Approximately forty-eight students from grades kindergarten through six of one school were initially included in this program. Some of these children transferred to other schools during the year. At the end of the school year there were thirty-six children enrolled in the program. The children were released from their regular classes for periods of from one-half hour to one-half day to receive individualized and small group instruction in English. The time spent by each child enrolled in the program was determined by his individual need. There were from six to eight children in each class. Each child was encouraged to progress at his own pace through the following three levels.

Level 1: "Hello Dolly," an oral program was developed by the instructor. This course makes use of the filmstrips provided by Bonjour Line which are currently being used in the Oakland Public Schools' regular foreign language program. There is also a teachers' manual which contains explicit directions for the implementation of the program. An accompanying English text has been taped in order to provide a consistent language model for the students. This also allows for the systematic repetition of the linguistic patterns. Additional materials and equipment include a tape recorder and earphones. The following four basic steps are inherent in this program:

1. The children look at the filmstrips and listen to the recorded voices.
2. The teacher asks questions about the pictures to clarify the meaning and content of the dialogue.
3. The pupils look, listen, and repeat the phrases. Children repeat the phrases individually.
4. The children are helped to transfer their skill in use of the language by:
    a) responding to specific questions related to the filmstrip in the language of the text.
    b) recombining linguistic elements to answer specific questions related to themselves and their environment.

Kindergarten children and many first graders are still working at this level.

Level 2: At this level the children are introduced to the McGraw-Hill Sullivan Programmed Reading materials. It was assumed that the use of this material would give children an opportunity to read, spell and write in English, their newly acquired second language.

Level 3: At this point, children are given further opportunity to practice their English skills. This extra practice allowed children to reinforce concepts developed during both the regular classroom program and the special project. For some children who needed additional phonetic skills and remedial drill reinforcment was obtained through the use of the Morgan Bay Functional Reading Series and/or the Phonovisual method (a structured approach to the teaching of phonics).

Sources of Data

The following sources of information were used in the development of this report:

1. Interviews with the instructor of the program and visit to facilities
2. Copy of "Innovations" paper submitted by the instructor to the Director of Elementary School Education
3. Available test scores

RESULTS

Testing data for children in this group were incomplete. Available test results are presented in Tables 1 and 2. In some instances when test scores were not available, assessment of the child's general reading ability was made by the regular classroom teacher. These assessments are included here also. Scores appear to indicate that children beyond the first grade have made gains ranging from one and one-half to three and one-half years in their abilities to read in English. Grade level assessments made by the regular classroom teachers tend to confirm these observations.

TABLE 1

End of Year Test Scores or Teacher Assessments for Children Speaking Little or No English Who Entered Oakland Public Schools During 1966-67.

Student	Grade 9-66	Word Knowledge Grade Equivalents	Paragraph Knowledge Grade Equivalents	General Reading Ability Teacher Assessed Grade Equivalents
A	2	1.5	1.5	
B	3	2.6	3.6	
C	4	1.7	2.0	
D	4			3.0
E	5			3.0
F	5			6.0

TABLE 2

End of Year Test Scores or Teacher Assessment for Children speaking Little or No English Who Entered Oakland Public Schools Prior to September 1966.

Student	Grade 9-66	Word Knowledge Grade Equivalents	Paragraph Knowledge Grade Equivalents	General Reading Ability Teacher Assessed Grade Equivalents
A	1	1.3	1.1	
B	1	1.5	1.7	
C	1	1.1	1.5	
D	1	1.1	1.6	
E	2	1.8	1.5	
F	2	2.0	1.7	
G	2	2.6	1.7	
H	2	2.3	1.9	
I	2	2.5	2.3	
J	3			2.0
K	3	2.6	2.6	
L	3	2.5	2.8	
M	3	3.2	2.8	
N	4	3.3	3.8	
O	5			3.0
P	5			3.0

Grade equivalents were determined during the Spring testing period. Instruments used in grades one through three were the Stanford Word Knowledge and Paragraph Meaning tests. In grade four, the Metropolitan Word Knowledge and Paragraph Meaning tests were used.

The apparent effectiveness of the program may be illustrated by the case of a little girl who entered the kindergarten in September. This child spoke no English and did not speak in her regular classroom until January. One day after Christmas this little girl volunteered to speak during "sharing time." She spoke to the class in English. She has also learned her colors and numbers in English.

A second case report concerns a fifth grade student. This particular student, a boy, spoke very little English. He was placed in a reading group which was reading at the third grade level. In September he was moving more slowly than all of the other children in his assigned group. By June of this year his regular classroom teacher assessed his reading ability at the sixth grade level. The teacher also reported improvement in his behavior and personality.

CONCLUSION

Evaluation information for this small pilot study is minimal because of its limited scope and also because plans for this study had not been included in the comprehensive evaluation design for the Title I program. Although the end of year data gathered are limited, they do raise several

questions and possibilities for further consideration. Some of these are: Should the program in its present form be continued and possibly expanded to additional schools and more children at the elementary level? Are elements of the program in its present form appropriate for the secondary level as well? If additional compensatory education funds were to become available, it would seem worthwhile to develop and carefully evaluate further pilot studies in this area.

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YB:pp
7/24/67

Teachers participate in workshop activities

Elementary students attend summer school

CHAPTER VII

SUMMER PROGRAMS

CONTENTS

Evaluation of Elementary School Summer Program

Evaluation of Junior High School Summer Program

Evaluation of Teachers' Workshop

Description of Curriculum Development Project

EVALUATION OF ELEMENTARY SCHOOL SUMMER PROGRAM

INTRODUCTION

Approximately 3,000 pupils participated in a five-week elementary summer school program at 11 ESEA target area schools from June 26 to July 28. Classes were conducted at six levels--kindergarten through fifth grade--at the following schools: Bunche, Clawson, Cole, Durant, Highland, Lafayette, Lazear, Lockwood, Prescott, Willow Manor and Woodland.

Innovation in instructional approaches in all subject areas was the keynote of the 1967 elementary summer school. The goals of this program lay in two general areas. First were the objectives related to student needs during the summer period:

1. Extension of achievement skill levels
2. Prevention of summer learning losses
3. Stimulation of new and diversified interests
4. Encouragement of positive attitudes and motivation for learning.

Additional objectives were related to the development of new approaches to in-class instruction, new ways of scheduling of learning activities, and innovative uses of existing resources of materials and equipment.

While the programs at the various sites were unique in many respects, the teachers at each school were supported in their activities by the services of a librarian, a nurse, teacher specialists, guidance personnel, and teacher aides. A variety of enrichment experiences in the form of on-site activities and/or excursions were provided to children at all sites.

The purpose of this report is to present the evaluative data obtained on the 1967 summer session. Included are the following types of information:

1. Enrollment and attendance data
2. Results of reading tests administered at second, third, and fourth grade levels
3. Evaluation forms completed by teachers, teacher aides, parents and students
4. Reports of enrichment activities
5. Reports of nursing services

METHOD

Attendance

Information regarding student attendance rates was obtained from a daily attendance sheet which was maintained and summarized by each teacher. Data

regarding enrollment patterns were obtained from class lists submitted by teachers at grades 2, 3, and 4 as part of the test administration procedures.

Reading Tests Results

Reading tests were administered during the fifth week of summer school and were compared with results from alternate forms of the same tests given during May. Table 1 lists the test levels and forms used at the various grade levels.

TABLE 1

Elementary Reading Tests, Summer School, 1967

Grade	Test	Level	Sub-Tests	Form Used in May	Form Used in July
2	Stanford Achievement Test	Primary II	Word Meaning, Paragraph Meaning	W	Y
3	Stanford Achievement Test	Primary II	Word Meaning, Paragraph Meaning	X	Y
4	Metropolitan Achievement Test	Elementary	Word Knowledge, Reading	A	B

Teacher Opinions

One hundred eighty-four elementary teachers completed the Teacher's Evaluation of Summer School Programs, 1967. This questionnaire obtained judgments regarding four major areas related to summer school objectives and included nine open-ended questions pertaining to such topics as outstanding features of the summer school, problems, innovative approaches, the nutritional program, and enrichment activities. A sample of this questionnaire will be found in Appendix VII-C.

Teacher Aide Opinions

The questionnaire, ESEA Summer School Teacher Aides and Helpers Evaluation, was used to obtain the evaluative opinions of 125 teacher aides. This questionnaire obtained judgments regarding the academic work, creative work, behavior, and self-confidence of pupils. It also contained five open-ended questions relating to the nutritional program, enrichment activities,

most successful parts of the summer school, and suggestions for improvement. This instrument is contained in Appendix VII-C.

Parents' Opinions

Each teacher was asked to send a Parent Evaluation of Summer School, 1967 questionnaire to the parent of every fourth pupil on the class enrollment sheet. Five hundred questionnaires were completed by parents of the 2,820 youngsters enrolled in the summer schools during the final week of the session. The returns were anonymous. Parents were asked to rate the home reading habits of the child, how well the youngster enjoyed summer school, the child's progress in working with numbers, the child's ability to get along with other people, and the overall interests of the youngster. The parents were also asked if they would be interested in having the youngster attend summer school again next year. The questionnaire also contained open-ended questions concerning how summer school had helped the child, in what ways could it be improved, and space for further comments. A copy of the parent questionnaire will be found in Appendix VII-C.

Students' Opinions

The Elementary Student Evaluation of ESEA Summer School was distributed to all fourth and fifth grade students. The students were asked to make a judgment as to how they liked summer school, and whether they would like to attend summer school again next year. The questionnaire also contained four open-ended questions regarding what was liked and disliked about summer school, what innovations were recognized and appreciated, and what changes could be made to improve summer school. A total of 555 youngsters responded. A sample of this form is contained in Appendix VII-C.

Enrichment Activities

The word "Enrichment" is used here to refer to special activities to extend or broaden the students' first-hand knowledge of the experience with art, music, science, and the resources of the community. This included excursions and special activities at the school site. Information regarding the numbers of children involved in various types of enrichment activities was obtained from reports submitted to the ESEA coordinator's office. Listings of these activities are contained in Appendix VII-C.

Nursing Services

The 11 ESEA summer schools received the services of six nurses. The school nurses completed the ESEA Summer School Report and the Report of Special Activities. (See Appendix VII-C.) The former provided a tabulation of physical defect follow-up, parent contacts, sources of care, and reasons why some youngsters were not examined, The latter provided an open-ended report of special activities conducted by the nurses, including health education projects, family life projects, study groups, health councils, and talks.

FINDINGS

Attendance

Enrollment on the first day of summer school totaled 2,636. At the end of the first week, the enrollment rose to an even 3,000. After three weeks, enrollment dropped to 2,905; and on the final day of the session, 2,820 youngsters completed their various classes. The 2,820 who completed the session represent a completion rate of 94 per cent of those 3,000 pupils enrolled at the end of the first week. See Appendix VII-C for a compilation of enrollment figures for each of the eleven schools.

Of the 2,820 youngsters who completed the summer school program, there were 428 kindergarteners, 576 first graders, 516 second graders, 493 third graders, 395 fourth graders, 343 fifth graders and 69 special education pupils. Table 2 indicates the number of youngsters completing work in the various grades by schools.

TABLE 2

Elementary Summer School Enrollment by Grade Based on the Last Day of Summer School (1967)

School	Grades							Total
	K	1	2	3	4	5	SP	
Bunche	16	32	31	22	18	17	0	
Clawson	33	41	34	35	23	22	0	
Cole	34	38	37	38	26	20	10	
Durant	38	52	67	68	41	54	0	
Highland	53	84	78	72	56	49	0	
Lafayette	36	52	35	41	40	20	12	
Lazear	40	40	41	40	32	20	16	
Lockwood	92	116	93	71	78	72	26	
Prescott	34	45	38	40	31	32	5	
Willow Manor	20	25	22	26	20	10	0	
Woodland	32	51	40	40	30	27	0	
Total	428	576	516	493	395	343	69	2,820

The second, third and fourth grade class rosters collected at the end of the first week for testing preparation purposes constitued almost 50 per cent of the summer school enrollment. Of the 1,491 enrolled in these three grades; 1,298 (87%) were pupils who were enrolled in these same schools during the spring term. Eighty-five (6%) were enrolled in other Oakland non-ESEA schools during the spring. Many of these reside in the attendance area of the summer school but were enrolled during the spring in non-target area schools under the auspices of the Integration Model program. Seven per cent (106)were from parochial schools.

Reading Tests

The results of Stanford Reading Tests administered to second and third

TABLE 3

Grade Equivalent Results of Stanford Achievement Tests (Primary II) Reading for Grade 2 and 3 Combined Elementary Summer Schools 1967

Grade Equivalent	GRADE 2						GRADE 3					
	Word Meaning			Paragraph Meaning			Word Meaning			Paragraph Meaning		
	May Form W	July Form Y	Diff's	May Form W	July Form Y	Diff's	May Form X	July Form Y	Diff's	May Form X	July Form Y	Diff's
Q3	2.7	2.7	0	2.5	2.6	+.1	3.6	3.0	-.6	3.3	3.1	-.2
mdn.	2.2	2.2	0	2.0	2.0	0	2.9	2.7	-.2	2.8	2.7	-.1
Q1	1.8	1.8	0	1.7	1.7	0	2.5	2.2	-.3	2.4	2.1	-.3
Range	7.5-1.2	7.5-1.1		4.5-1.0	4.3-1.0		7.5-1.3	5.4-1.3		6.4-1.2	6.4-1.1	
N	376	376		364	364		346	346		338	338	

graders at the end of May were used as pre-data for the assessment of progress during the summer program. These results and those obtained in testing during the last week of summer school are presented on Table 3 following.

Average second graders are expected to have an average grade equivalent score of 2.9 at the end of May. The median for the word meaning (2.2) and para-meaning (2.0) are .7 and .9 years lower than this average expectation. Third graders are expected to be at 3.9. Their scores of 2.8 and 2.9 on the subtests reflect that they are a full year below average grade level expectancy.

It is somewhat disappointing to observe that second grade post-test median and quartile values remain at the same levels as they were at pre test and that post test medians and quartiles for grade three are consistently lower than at pre test.

The Metropolitan Achievement Test in Reading were administered to fourth graders in May and at the end of the summer session. Results of these tests, both pre and post, are presented in Table 4 below.

TABLE 4

Results of Metropolitan Achievement Tests in Elementary Reading for Grade 4 Combined Elementary Summer Schools

	Word knowledge			Reading		
Grade Equiv	May Form A	July Form B	Diff's	May Form A	July Form B	Diff's
Q1	4.7	4.7	0	4.5	4.1	-.4
Mdn	3.6	3.7	+.1	3.6	3.5	-.1
Q1	3.2	3.1	-.1	3.2	3.0	-.2
Range	8.2-1.7	8.5-2.2		8.6-2.3	7.9-1.8	
N	240	240		252	252	

Average fourth graders are expected to score at a 4.9 grade equivalent level at the end of grade four. This group of students is, on the average, over one year below average expectancy levels on both of the Metropolitan subtests. By the end of summer school "Word Knowledge" scores for the group had not changed. There was an apparent score regression on the "Reading" or comprehension subtest.

Overall, the test results for grades 2, 3, and 4 indicate that students attending the summer program failed to evidence growth in the reading and vocabulary skills sampled by these instruments. A variety of reasons can be suggested to explain these results. The most plausible reasons are those pointing to the diversity of instructional emphasis. As the program evolved, reading development was not the sole and/or central emphasis in many classrooms.

Teacher Evaluation

One hundred eighty-four teachers, including 16 teaching interns at Durant Summer School, rated the results of summer school in terms of improvement in academic subjects and study habits of the pupils and in terms of the pupils increased motivation for learning and increased self-confidence. Table 5 presents their responses.

TABLE 5

Teachers' Estimates of Results of the
Summer School Program 1967

Areas Rated	No. of Teachers	Distinctive Positive Results	Satisfactory Results	Moderate Results	No Results Evident
Improvements in academic subjects	184	30 - (11%)	114 - (66%)	36 - (21%)	4 - (2%)
Increased motivation for learning	184	83 - (45%)	82 - (45%)	17 - (9%)	2 - (1%)
Improvements in study habits	184	42 - (23%)	90 - (49%)	47 - (25%)	5 - (3%)
Increased self-confidence	184	87 - (47%)	71 - (39%)	24 - (13%)	2 - (1%)

The teachers felt the greatest improvement was in increased motivation for learning; 90 percent indicated either distinctive positive results or satisfactory results in this area. Eighty-six percent felt pupils made distinctive or satisfactory increases in self-confidence, and 77 percent and 72 percent noted positive gains in academic and study habits improvement, respectively.

A summary of open-ended questions appears in Appendix VII-C. Among the features of summer school that helped teachers do effective work with children were the "availability of audio-visual equipment" -- 34 percent, "class size" (small) -- 30 percent, and "availability of equipment and materials" -- 27 percent. Of the 184 teachers responding to question 4 "What problems were there in this year's operation that may have limited the effectiveness of your work with children?", it is significant to note that 70 teachers (38%) responded that they had NO problems. The two problems mentioned most often were the late arrival of supplies, (14%) and poor attendance, (12%).

Questions 5, 6 and 7 concerned innovative approaches to teaching, whether or not they were effective, will they be used in regular classes this fall.

A total of 221 innovations were cited by teachers. Thirty-four of these innovations were cited by Durant teachers. They were not asked to respond to the effectiveness or the possible future use. Of the remaining 187 innovations, 174 were judged to have been effective, and teachers planned to use 159 of them in classes in the fall. More than half of 28 instances where the teacher stated he or she would not use the innovation in the fall were because the teacher did not plan to teach in the fall or because the school would not have the necessary equipment or facilities.

Question 8 inquired as to the effect of the nutrition program. Sixteen percent of the responders noted it provided pupils with added energy.

Thirty-six percent of the teachers felt that recreation/instructional enrichment trips were the most valuable of the excursions. Forty-eight percent felt that the children got most enjoyment from the recreational/instructional trips. Thirty-two percent felt the overall value of the cultural enrichment program was a broadening of the youngsters' experiences.

Teacher Aide Evaluation

At least 85 percent of the teacher aides noted positive improvement in the pupils in the areas of academic work, creative work, behavior, and self-confidence. Table 6 presents their responses to one of the main questionnaire items.

TABLE 6

Teacher Aide Evaluation of Pupil Improvement

Areas Rated	Great Improvement	Satisfactory Improvement	Slight Improvement	No Improvement	Did Not Respond
Academic work	39 - (31%)	69 - (56%)	8 - (6%)	1 - (1%)	8 - (6%)
Creative work	40 - (32%)	66 - (53%)	8 - (6%)	1 - (1%)	10 - (8%)
Behavior	38 - (31%)	67 - (54%)	12 - (9%)	3 - (2%)	5 - (4%)
Self-confidence	46 - (37%)	59 - (48%)	12 - (9%)	0 - (0%)	8 - (6%)

125 teacher aides responded

Appendix VII-C summarizes the aides' responses to open-ended questions. Thirty percent of the aides felt youngsters enjoyed the nutritional program. Thirty-four percent felt that recreational/instructional trips were the most value type of excursion, and 44 percent felt the pupils enjoyed the same type of excursion more than the other types. Seventy-nine aides felt that the excursions were the most successful part of the summer school program. In making suggestions for improvement of next summer's program, 13 aides felt that the teacher aide hours should be increased, while 12 thought more assemblies and trips should be scheduled.

Parents' Opinions

Thirty-eight percent of the 527 responding parents felt that as a result of summer school their child reads at home a little more; thirty-seven percent felt their child reads at home much more. Sixty-three percent stated their child liked summer school much better compared to school last winter. Forty-five percent felt their child seems to work much better with numbers. Fifty-five percent noted their child got along much better with other people than during summers when he did not attend summer school. Sixty-three percent felt their child was interested in many more things this summer. An overwhelming 98 percent of the parents responded affirmatively that they would be interested in having their child attend summer school again next year. A study was made of the responses to the two open-ended questions: "In what way has summer school helped your child?" and "In what ways could summer school be improved?" A general feeling that summer school was beneficial to their child and that they felt they noted improvement in the reading performance was cited in response to the former question by parents. In response to the latter question, 118 parents liked the program as operated.

Students' Opinions

Of the 555 students who responded, 242 were girls; and 313, boys. There were 269 fourth graders and 286 fifth graders. Sixty-six percent stated that they "very much" liked coming to summer school. Another 26 percent said "it was all right". Three hundred seventy-nine (68%) said they would be interested in attending summer school next year.

A random sampling of ten percent of the responses to the open-ended questions were tabulated. They are listed in Appendix VII-C. Reading was the most favorably mentioned area of the curriculum. The trips and snacks were popular with the youngsters. Math was mentioned as least favorable in the curriculum area. Trips, assemblies and snacks received the most favorable mention in response to the question, "What new things (classes, programs not given during the regular school year) did you really like this summer?"

Cultural Enrichment

During the five-week summer session there were 11,815 individual pupil cultural enrichment participations. This was accomplished in 15 on-site cultural enrichment activities and 154 excursions. The on-site activities were all in the form of fine arts events and included performances by the Oakland Metropolitan Ballet Company, the Berkeley Puppeteers, folk singer Rosalie Sorrales, a Berkeley Folk Singing Group, a Polynesian Cultural group, and Rey Sebastian, a poet. Total attendance at the on-site activities was 3,444.

Records maintained in the office of the coordinator of the cultural enrichment program divide the excursions into five categories as follows:

1. Fine Arts (Symphony, ballet, theater, art museums, etc.)

2. Business, Industry, and Government (Offices, court house, state capitol, farms, airport and port facilities, etc.)

3. Science and Historical (Museums, science halls, missions, etc.)

4. Recreational/Instructional (Parks, zoos, community tours, movies, etc.)

5. Schools and Colleges (Visits to other schools, college campuses, etc.)

Table 7 reveals the number of trips and participants in each category.

TABLE 7

Number of Excursions and Participants in
Each of Five Excursion Categories

Type of Excursion	Number of Excursions	Number of Participants
Fine Arts	8	156
Business, Industry and Government	20	634
Science and Historical	42	2,333
Recreational/Instructional	*83	**5,218
Schools and Colleges	1	30
Total	154	8,371

* Two schools took the same group of children to a swimming pool for portions of ten consecutive school days. These 20 excursions are included in the 83 Recreational/Instructional excursions.

** 145 youngsters participated in the swimming programs listed in footnote *. They constitute 1,450 of the 5,218 who participated in Recreational/ Instructional excursions.

Appendix VII-C contains a listing of all excursions.

Nurses Services

The six nurses assigned to the summer schools reported that they devoted the majority of their time to defect follow-up services, planning and carrying out health education projects, conducting study groups, and accompanying children on tours. More than 300 defect cases were followed by the nurses (see Appendix VII-C). Parent contacts were made as follows: 114 telephone calls, 101 home vists, 61 written communications, and 47 conferences conducted at the schools. As a result of these contacts, 195 individuals received care as follows: private physician or dentist, 30; Kaiser Hospital, 18; clinics (including CHMC, UC and military), 26; Alameda County Health Department, 24; Children's Vision Center, 34; Medicare, 36; and "other", 27.

Much of the nurses' time was spent planning and conducting health education activities. The nurses joined with the teachers in the spirit of innovation. They planned special talks, used audio-visual equipment, and employed health games to get their message across to the youngsters, and in some cases, teachers, teacher aides, and parents. The A-V equipment used includes the motion picture, film strips, overhead and opaque projectors. Films shown include "Soapy the Germ Fighter", "Judy's Smile", "Eat for Health", "Teeth Are to Keep", "Swimming Party", "Keeping Clean", "The Huffless Puffless Dragon", "Skimpy" and "Charm by Choice". Extensive use of eye and ear models also was made.

Nurses helped plan safety assemblies at several schools; planned and conducted a mothers' assembly at one school with a theme--"Nutrition, Planning Meals Inexpensively and Family Diet Needs"; and held a meeting with teacher aides on nutrition.

DISCUSSION AND SUMMARY

Innovation appears to be the highlight of the 1967 summer school program. The fact that 221 innovations were cited by 168 teachers is evidence that teachers used the five weeks to experiment with new approaches and techniques. It is encouraging to note that 93 percent of those teachers reported that, in their opinions, the innovations were effective. It is even more encouraging to note that 85 percent plan to use these innovations in their classrooms this fall. Innovations include skilled usage of the latest audio-visual materials and techniques such as utilization of the overhead projector, tape recorder and listening posts, sound film strips, language master, controlled reader, etc. Students support the success of the audio-visual innovations as they cited films, overhead projector and taking pictures among the new approaches that they liked.

Many teachers, teacher aides, and students commented positively on the flexible scheduling and departmentalization approaches used in the schools this summer.

There is little evidence with which to judge any extension of achievement skill levels or prevention of summer learning losses. The reading test results were not encouraging. However, subjective opinions of parents rated reading as the curriculum area in which they noted the most improved performance (Reading was cited by 108 of 527 parents: arithmetic was cited by 65 and writing by 45). In addition, students rated reading highest as their most favorable curriculum area. Teacher aides also reported reading as the most successful curriculum area.

The 11,815 individual pupil cultural enrichment experiences provided youngsters with an intensive exposure to the rich cultural resources of the Bay Area community. Teachers, teacher aides, parents and students all made considerable mention of the positive aspects of the cultural enrichment excursions and assemblies.

There is some evidence that the objective of encouragement of positive attitudes and motivation for learning was met. In citing two or three of the

most features of the summer school program, 15 teachers noted the high motivation of students, no mention was made of lack of student motivation, and only seven teachers referred to discipline problems. When parents were asked to comment on their child's current interests compared to interests during the regular school year, 90% responded that their child had more diversified interest since attending summer school.

In summary, students and teachers were extremely involved in a great variety of activities and experiences. All groups polled were positive in their overall reactions to the summer school programs. It appears students profited, and it also appears that Oakland students will profit during the 1967-68 school year from the innovations developed and practiced by teachers this summer.

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EVALUATION OF JUNIOR HIGH SCHOOL SUMMER PROGRAM

INTRODUCTION AND PROGRAM DESCRIPTION

Opportunities to attend a six week summer school were provided for approximately 600 educationally deprived students from the public and parochial schools of the ESEA Target Area. Programs were offered at three junior high schools and one senior high school in the Target Area.

The main objectives of the program were to (a) increase achievement levels, (b) reduce summer learning losses, (c) develop an interest in learning, (d) provide enriching experiences for children whose limited background restricts their knowledge and interests thereby handicapping their education progress.

To implement these objectives the primary emphasis was put on a reading and language program which was required of all students. Electives were provided in arts and crafts, mathematics, science, and business education. In addition, public speaking, and humanities were offered in the senior high school. Enrichment activities such as field trips and assemblies with speakers and films were available to all students.

Student selection was handled by the principal of each of the "home", or regular schools, and was dependent upon student and parent requests, counselor recommendations, and evidence of need submitted by teachers and principals. Thirty-four public schools and seven Parochial schools, contributed students to the program. Any students who met ESEA qualifications and who resided in the Target Area was eligible to attend.

School began at 8:30 and was dismissed at 12:30. From 10:20 to 10:40 there was a mid-morning break for free nutritive snacks given in the cafeteria. All students were enrolled in an English section and one elective subject. The morning was thereby split into two periods of just under too hours in length.

Certificated reading specialists worked with English teachers to provide small-group remedial instruction. Thirty-three teacher aides helped in clerical and other tasks in the clsssroom and library. A guidance-attendance counselor and a nurse were available to the four schools on a rotating bases.

PROCEDURE

The following evaluation strategies were employed in this study:

Attendance Data

Attendance summaries were prepared by the secretary of each school from the Enrollment Reports on June 26, (the first day), June 30, (end of the first week), July 14, (end of the third week), and August 4, (the last day). These enrollment data will be found in the FINDING section.

Opinions of Teachers, Parents, and Students

1. Teacher Questionnaire: A questionnaire was submitted to all teachers requesting information concerning growth in reading and communication skills and in their own specific subject matter areas. Teachers were also asked to comment on the general strengths and weaknesses of the

program and to evaluate instructional materials which were provided. A sample of this questionnaire will be found in Appendix VII C-12.

2. Parent Questionnaire: A random sampling (25%) of parents was asked to rate the program in terms of its impact on the home and students.

3. Student Questionnaire: All students received a questionnaire and were asked to state their likes and dislikes and to evaluate their own growth during the summer session.

Reports of Enrichment Activities

Each teacher, as a part of his questionnaire, was asked to report on the enrichment activities in which his students participated. The instructional media specialists were also asked to report on the enrichment activities which were provided during the summer. These data are presented in the FINDINGS section on cultural enrichment.

Achievement Testing

During the week of May 8-12, 1967, most of the 6th grade (1) children in the ESEA program had been administered the Stanford Intermediate Reading Tests (Paragraph and Word Meaning, Form X) as a part of the year-long Title I evaluation study. The results of these tests were used as a pre-test for the summer school evaluation. During the last week of summer school (July 31-August 4, 1967) Form Y was administered to all 6th graders attending the ESEA summer program. Data for those students who had both pre-test and post-test scores were used for this evlaution.

During the week of May 8-12, the California Achievement Tests (Reading Vocabulary, Reading Comprehension) Junior High Level; Form W were administered to all 7th and 8th grade students attending the ESEA junior high schools and to many of the 10th and 11th graders in the ESEA Senior High School. Form Y of these same tests were used for post testing during the last week of summer school.

During June 26-30, the first week of the session, those students taking arithmetic were given the arithmetic sub-test of the California Achievement Test as a pre-test. On August 1-2, 1967, form Y of this test was administered as a post assessment.

FINDINGS

Attendance Data

Table 1 presents a summary of total enrollments at the four sites on the fifth day (June 30, 1967) and the last day (August 4, 1967).

(1) Grades 6, 7, 8, 9, 10, and 11 refer to the grade placement of students during the school year of 1966-67.

TABLE 1

Enrollment in ESEA Secondary Summer Schools
on June 30 and August 4, 1967

School	Enrollment June 30	Enrollment August 4	Differences	
	Number	Number	Number	Percent of June 30 Enrollment
High School	170	138	32	19%
Junior High A	231	194	37	16%
Junior High B	153	126	27	18%
Junior High C	202	158	44	21%
Totals	756	616	*140	19%

The fifth day was used as a base since it was not until that date that the major enrollment process had stabilized. Over the period between the fifth and last days of the program there was a drop in enrollment of 140 students, or 19%. This compares with a drop rate of 21% observed in last year's ESEA summer school program.

Data on Table 2, below, indicate the reasons for elimination (or drop) from the summer school program.

TABLE 2

Reasons for Eliminations from ESEA Summer Schools, 1967 for the Period from the First to the Last Days of the Program

Reasons for Elimination	Number	Percentage of Total Drops
Non-attendance	67	45
Parental Request	15	10
Working	17	11
Vacation	12	8.3
Personal Illness	11	7.3
Moved	0	0
Poor Behavior	14	9
Disinterested	3	2
Other Reasons	8	5.3
Needed at Home	3	2
TOTAL	150	100

By far the most frequent reason for elimination reported was "non-attendance"--the apparent voluntary dropping out of students. It will be noted that there is a difference in the numbers of eliminated, or non-attending, students reported in Tables 1 and 2. This may be attributed to the differing periods over which data were collected.

Table 3 gives the enrollment by grade level on June 30, the fifth day. These data suggest that lower grade level students may have been more highly motivated to attend summer school. Questionnaire responses were obtained from 32 junior high school teachers and 8 senior high school teachers.

TABLE 3

Grade	June 30, 1967	Percentage of Total Enrollment
6	281	37%
7	196	26%
8	109	14%
9	58	8%
10	58	8%
11	54	7%
Total	756	100%

Responses to "Teachers'Evaluation of Secondary Summer School, 1967"Questionnaire: Table 4 following presents junior high school teachers responses to questions 1-4 of the teachers' questionnaire"For each of the general objectives listed below, please indicate your rating of the result which were actually achieved with a majority of the students in your classes." Table 4 will be found on the following page.

TABLE 4

Teacher Estimates of Growth in Reading, Language, Study Habits, and Educational Motivation - Combined ESEA Junior High Summer Schools

Areas Rated	Marked Improvement		Satisfactory Improvement		Minimal Improvement		No Improvement		No Response	
(N=32)	N	%	N	%	N	%	N	%	N	%
Reading										
Vocabulary	8	(25)	12	(38)	5	(16)			7	(21)
Comprehension	6	(19)	18	(56)	3	(9)			5	(16)
Language										
Oral	9	(28)	10	(31)	6	(16)			8	(25)
Written	6	(19)	11	(35)	7	(21)			8	(25)
Study Habits	4	(12)	15	(47)	8	(25)			5	(16)
Educational Motivation	11	(35)	14	(44)	4	(12)			3	(9)

The majority of teachers indicated that they felt that there had been satisfactory improvement in all areas of language arts as well as in study habits and motivation. Growth in motivation was the most notable of all categories. These findings are supported by teacher and administration comments made during the summer session itself.

Table 5 presents the responses of senior high teachers to Questions 1-4. Table 5 will be found on the following page.

TABLE 5

Teacher Estimate of Growth in Reading, Language, Study Habits, and Educational Motivation ESEA Senior High Summer School, 1967

Areas Rated (N=8)	Marked Improvement		Satisfactory Improvement		Minimal Improvement		No Improvement		No Response	
	N	%	N	%	N	%	N	%	N	%
Reading										
Vocabulary	1	13	4	50	3	37	0	0	0	0
Comprehension	1	13	3	37	3	37	1	3	0	0
Language										
Oral	0	0	4	50	4	50	0	0	0	0
Written	0	0	3	37	5	63	0	0	0	0
Study Habits	0	0	2	25	6	74	0	0	0	0
Educational Motivation	2	25	2	25	4	50	0	0	0	0

Senior High teachers rated growth in these areas a little lower than junior high teachers although they were still somewhat positive. The educational motivation improvement ratings were noticeably lower in senior high (50%) compared to junior high (79%).

Teachers were asked to indicate their estimate of the amount of growth which had occurred in the subject areas they had taught. Their responses are presented in Tables 6 and 7 on the following pages.

TABLE 6

Teacher Estimates of Growth in the Subject Matter Areas which Each Taught--
Combined ESEA Junior High Summer School, 1967

Subject	Marked Improvement		Satisfactory Improvement		Minimal Improvement		No Improvement		No Response		N
	N	%	N	%	N	%	N	%	N	%	
Science											
Understanding			1	50	1	50					2
Performance					2	100					2
Appreciation					2	100					2
Typing											
Understanding			4	100							4
Performance	2	50	2	50							4
Appreciation	2	50	2	50							4
Reading											
Understanding	3	38	3	37			2	25			8
Performance	4	50	2	25			2	25			8
Appreciation	4	50	2	25			2	25			8
Mathematics											
Understanding	4	40	4	40					2	20	10
Performance	8	80							2	20	10
Appreciation	7	70	1	10					2	20	10
Arts and Crafts											
Understanding	2	67	1	33							3
Performance	2	67	1	33							3
Appreciation	2	67	1	33							3
Industrial Arts											
Understanding			2	100							2
Performance	2	100									2
Appreciation	2	100									2
English											
Understanding	8	26	21	68	2	6					31
Performance	9	29	19	61	3	10					31
Appreciation	8	26	20	64	3	10					31

Junior high school teachers generally reported "marked" or "satisfactory" growth in most subject area ratings. It will be noted that some teachers were somewhat more conservative in their estimates of progress. These lower ratings were given in Science, Reading, and English. Responses in the various subject areas must, of course, be viewed in the light of the number of teachers responding as well as the percentages.

TABLE 7

Teacher Estimates of Growth in Subject Matter Areas
ESEA Senior High Summer School

Subject	Marked Improvement		Satisfactory Improvement		Minimal Improvement		No Improvement		No Response		N
	N	%	N	%	N	%	N	%	N	%	
Reading Enrichment											
Understanding			1	100							1
Performance			1	100							1
Appreciation			1	100							1
English											
Understanding			4	50	4	50					8
Performance	1	13	6	84	1	13					8
Appreciation	2	26	1	13	5	61					8
Mathematics											
Understanding					2	100					2
Performance			2	100							2
Appreciation							2	100			2
Science											
Understanding			2	100							2
Performance			2	100							2
Appreciation	2	100									2
Public Speaking											
Understanding	2	100									2
Performance	2	100									2
Appreciation	2	100									2

Senior high teachers noted satisfactory growth in most areas except in appreciation and understanding of English and in two areas of math.

Teachers were asked to note those elements in the Summer School Program which helped them to do the most effective work with their students. More than 50% of the junior and senior high teachers reported small class size as the most important element in making them effective. Approximately 20% of the Junior high school teachers also mentioned provision of teacher aides, helpful administration, and good supply of materials. Appendix VII C contains a listing of other common responses to this question.

In noting those elements which limited their effectiveness both junior and senior high teachers mentioned the long class periods. Junior high teachers made no mentioned next in importance the lack of materials and poor attendance. Senior high teachers mentioned lack of overall planning and lack of student motivation. Many teachers made mention of any limiting factors.

The instructional technique found by teachers to be most effective was the individual help that could be given in the small classes. This was mentioned by eight of the junior high respondents. Eight also reported that the controlled reader had been among the most effective approaches used.

The tabulated list of suggestions for improvement for next year is led by the desire to shorten periods, especially by junior high teachers. This is followed by a request for more varied course offerings. Senior high teachers wanted more overall planning, particularly in regard to the goals of the summer school program and the consequent method to be applied.

The free snacks were almost universally acclaimed by teachers. The most common comment was that a breakfast substitute was needed and that the break in the morning was very helpful.

Responses to "Parent Evaluation of Junior (Senior) High Summer School--1967 Questionnaire

Ninety-four questionnaires were returned from parents of junior high participants at the end of the session. This represents a 19% sample picked randomly by every fourth child on a class roster. Of these 94, 36% were parents of boys, 62% were parents of girls and 12% did not signify. In the senior high program only 17 parents responded with a 9 - 8 split for girls over boys. This represents only a 12% sample. In each case a sample of 25% was desired. The short period designated for the return of questionnaires made through follow-up on respondents impossible.

The responses of parents of junior and senior high school participants are presented in Tables 8-13 on the following page. Examination of these tables reveals the following tendencies:

More than one half of the parents reported that their summer school-attending children were observed to be reading at home more frequently than prior to summer school.

Responses reported in Table 9 indicate that parents felt that their children were more motivated to attend summer school than the regular session "in the winter".

Two out of three of the junior high parents and one out of two of the senior high parents reported that their child seemed more able in their working with numbers since attending summer school.

TABLE 8

Responses of Parents of Secondary Students to Question C.1 "About reading at home, my child:

	Junior High		Senior High	
	N	%	N	%
Reads much more now	34	36	8	47
Reads a little more now	25	27	5	29
Reads about the same amount now	32	34	3	18
Reads a little less now	3	3	0	0
Reads much less now	0	0	0	0
No response	0	0	1	6
N	94		17	

TABLE 9

Responses of Parents of Secondary Students to Question C.2 "Compared to school last winter, my child:

	Junior High		Senior High	
	N	%	N	%
Likes summer school much better	41	44	6	35
Likes summer school a little more	23	25	5	29
Likes summer school about the same	24	26	3	18
Likes summer school a little less	3	3	1	6
Likes summer school much less	3	3	0	0
No Response	0	0	2	12
N	94		17	

TABLE 10

Responses of Parents of Secondary Students to Question C.3 "In working with numbers my child:"

	Junior High		Senior High	
	N	%	N	%
Seems to work much better with them now	32	34	5	29
Seems to work with them a little better now	35	37	5	29
Seems to work with them about the same now	26	28	1	6
Seems to work with them a little more poorly now	0	0	0	0
Seems to work with them much more poorly now	0	0	0	0
No Response	1	1	6	35
N	94		17	

TABLE 11

Responses of Parents of Secondary Students to Question C.4 "Compared to school years when my child did not go to summer school, this year he or she:"

	Junior High		Senior High	
	N	%	N	%
Got along much better with other people	49	52	6	35
Got along a little better with other people	14	15	2	12
Got along about the same with other people	28	30	7	41
Got along a little worse with other people	1	1	0	0
Got along much worse with other people	0	0	0	0
No Response	2	2	2	12
N	94		17	

TABLE 12

Responses of Parents of Secondary Students to Question C.5 "Compared to last school year, my child is":

	Junior High		Senior High	
	N	%	N	%
More interested in many more things	60	64	8	47
More interest in a few more things	25	27	7	41
About the same interests as before	5	5	1	6
More interested in a few less things	0	0	0	0
More interested in many less	0	0	0	0
No Response	4	4	1	6
N	94		17	

TABLE 13

Responses of Parents of Secondary Students to Question D " If funds are available for a summer program next year, would you be interested in having your child attend again?"

	Junior High		Senior High	
	N	%	N	%
Yes	84	89	11	65
No	7	7	5	29
No Response	3	3	1	6
N	94		17	

The responses presented in Table 11 comparing students' inter-personal relationships this year with those of last summer suggest that these summer schools have provided opportunities for constructive uses of time and involvements with others.

Virtually all parents felt that their children had become "more interested" since attending the summer program. This pattern is particularly significant in light of the program emphasis placed on enrichment activities.

Nine out of ten of the junior high parents and two out of three of the senior high parents indicated an interest in having their child attend summer school again next year. The lower percentage noted for senior high may be related to the fact that nearly half of the parents were responding in relation to present 11th graders, who they would generally expect to graduate next year.

In response to the open-ended question "In what way has summer school helped your child?", parents of junior high students were most impressed. The improvement in language skills with general improvement as a person and a student were mentioned next most frequently. Better adjustment to peers and teachers was also mentioned often. The parents of senior high participants mentioned improved learning skills most often.

The major suggestion for improving summer school listed by parents was to have a greater variety of class offerings. They next seemed to feel the snacks should offer more variety. Many, however, expressed their satisfaction with summer school as it is and expressed their appreciation of the program.

A majority of the further comments listed by parents also expressed gratitude for the opportunity to send their children to summer school.

Responses to "Student Evaluation of Secondary Summer Schools, 1967" Questionnaire

All students in the junior and senior high summer schools were asked to complete a one page questionnaire. Four hundred fifty-eight out of 616 enrolled on the last day completed the report this is a return rate of 74%. Some students were absent which accounted in part for the less than 100% return.

Tables 14 and 15 present the patterns of student responses to questions "C" and "D" on the student questionnaire.

TABLE 14

Responses of Students to Question C: "How Much Did You Like Coming to Summer School?"

	Very Much		It was All right		Not Very Much		Not at all		No Response	
	N	%	N	%	N	%	N	%	N	%
Junior High (N=388)	152	39	203	52	15	4	16	4	2	1
Senior High (N=70)	20	29	45	64	2	3	2	3	1	1

TABLE 15

Responses of Students to Question D: "Would you be interested in coming to summer school again next year?"

	Yes		NO		No Response	
	N	%	N	%	N	%
Junior High	237	61	142	37	9	2
Senior High	38	54	29	41	3	5

Ninety percent of both junior and senior high students expressed a moderate to enthusiastic liking for summer school. The junior high participants were more positive in their response.

A positive response similar to that of question C was espressed by students when asked "Would you be interested in coming to summer school again next year?" Six out of ten of junior high students indicated that they would like to attend again. The responses at senior high were positive but slightly less enthusiastic - about one-half would like to attend another year.

Both junior and senior high participants, in response to the question "What three things did you like most about summer school?", listed most frequently classes and classwork, excursions and assemblies and films, and teachers--in that order.

The three things least liked by both groups were classes and classwork, the snacks due mostly to lack of variety, and the long class periods. It must be noted that the number of people liking the classes and classwork were over twice as numerous as those disliking it. See Appendix VII C for a more complete listing of responses.

Students at both junior and senior high levels indicated that better nutritional snacks was the most needed improvement in summer school. Next most frequently mentioned were recommendations for more electives and shorter periods.

Enrichment Activities

The material in this section is drawn from reports turned in by the Instructional Media Specialist in each school. Tables 16A, 16B, 16C, and 16D summarize the excursion opportunities provided in the four secondary summer schools.

TABLE 16A

Senior High School

Tour	No. of Students
Oakland Police Department, Adm. Bldg.	30
Weather Station	36
University of California, Berkeley-Lowie Museum	61
Palace of Legion of Honor	24
University of California, Berkeley	67
Play "Our Town" Stanford University	3
Monterey and Carmel	74
Play at University of Santa Clara	45
Total	630

TABLE 16B

Junior High A

Tour	No. of Students
Alameda County Fair - Pleasanton	224
Harbor Tour	185
Total	409

TABLE 16C

Junior High B

Tour	No. of Students
Alameda County Fair, Pleasanton	130
Harbor Tour	140
Chabot Observatory	27
Total	297

TABLE 16D

Junior High D

Tours	No. of Students
Harbor Tour	54
Ice Follies	89
Bay Tour	47
Trip to Sacramento	32
Alameda County Fair, Pleasanton	300
Total	522

Eighteen excursions were taken by 1,858 students (many took two or more trips) in the ESEA program. With a maximum of 756 children in the program, this means that each participant took an average of two-four trips during the six week session. All teachers reported the trips to be of "great" (66%) or "some" (34%) value. Teachers reported pre-trip orientation activities, post-trip discussion, and, in general, new student interests generated by the trips.

The in-school enrichment activities offered during the summer session are summarized in the Tables 17A, 17B, and 17C following. Junior High School B did not offer in-school enrichment activities.

TABLE 17A

Senior High School

Titles	No. of Students
National Aeronautics Space Administration	130
Nothing But a Man (Movie)	130
A Man for All Seasons (Movie)	30
TOTAL	290

TABLE 17B

Junior High School A

Title	No. of Students
Oakland Metropolitan Ballet	224
Morrie Turner (cartoonist)	56
National Aeronautics Space Administration	221
Polynesian Dancers	198
"The Pit and the Pendulum" (movie)	190
"Ride a Pale Horse" (movie)	187
TOTAL	1076

TABLE 17C

Junior High School C

Title	No. of Students
"A Tree Grows in Brooklyn" (movie)	54
"The Flower Drum Song" (movie)	30
"Golden Fish" (movie)	25
"The Red Balloon" (movie)	25
"Germany" (movie)	40
TOTAL	174

A total of 1,540 students (many attended two or more events) attended 12 programs during the session. The assembly programs were found by all the teachers to be of "great" (79%) or "some" (21%) value. On the average each student attended two on-site enrichment activities. This figure added to the 24 excursions means that on the average each student took part in 4.4 cultural enrichment activities during the six weeks.

Achievement Test Results

The Stanford Achievement Tests (Intermediate) in Reading were administered to sixth graders in May and at the end of the summer session. Results of these tests, both pre and post, are presented in Table 18 below.

TABLE 18

Results of Stanford Achievement Tests (Intermediate) Reading for Grade 6
Combined Junior High Summer Schools

Grade Equivalent	Paragraph Meaning			Word Meaning		
	May Form X	Aug. Form Y	Differences	May Form X	Aug. Form Y	Differences
Q 3	6.0	5.9	-.1	5.6	5.4	-.2
Mdn.	5.0	4.9	-.1	4.6	4.6	0
Q 1	4.0	4.1	+.1	3.8	3.9	+.1
Range	9.3-2.5	9.6-2.7		8.0-2.1	9.6-2.3	
N	124	124		124	124	

Sixth graders are expected to have an average grade equivalent score of 6.9 at the end of May. The median for the Paragraph Meaning (4.8) and Word Meaning (4.9) are therefore 2.1 and 2.0 years lower than average grade level expectation.

No overall gains in reading score levels were noted for the 6th grade group. These children were coming, by and large, from their old elementary school to their new junior high school. These six weeks, for them, may have been ones of adjustment to new surroundings. However, it is disappointing to observe that there were no apparent increments in average test performance during this period.

At grades 7 and 8 the reading sub-test of the C.A.T. Junior High Battery, were given in May and again at the end of the summer session in August. These results are shown in Table 19 on the following page.

TABLE 19

Results of California Achievement Tests, Junior High Battery,
Grades 7 and 8 - Combined Junior High Summer Schools

Grade Equivalent	Reading Comprehension			Reading Vocabulary		
	May Form W	Aug. Form Y	Differences	May Form W	Aug. Form Y	Differences
Q 3	7.7	8.4	+.7	7.7	7.6	-.1
Mdn.	6.6	6.9	+.3	6.7	6.4	-.3
Q 1	5.8	5.9	+.1	5.5	4.8	-.7
Range	11.3-3.3	11.8-3.0		11.5-3.0	10.5-3.0	
N	122	122		122	122	

The seventh and eighth grades also scored markedly below grade level at pre-test. Gains in comprehension are counterbalanced by losses in vocabulary. This would suggest that instruction may have concentrated upon discussion and understanding of what was read.

The pre and post-test results obtained at the senior high level (grades 10 and 11) are presented in Table 20 below.

TABLE 20

Results of California Achievement Tests, Junior High Battery,
Grades 10 and 11 Senior High Summer School

Grade Equivalent	Reading Comprehension			Reading Vocabulary		
	May Form W	Aug. Form Y	Differences	May Form W	Aug. Form Y	Differences
Q 3	8.8	9.1	+.3	8.6	8.5	-.1
Mdn.	7.5	7.9	+4	7.9	7.5	-.4
Q 1	6.3	6.5	+.2	6.4	6.7	+.3
Range	11.9-5.3	11.4-5.3		10.7-3.3	10.0-3.3	
N	27	27		31	31	

It will be noted that complete pre and post-test data were available for only a few students. The pre-post score change patterns parallel those noted in the 7th and 8th grades. There are gains noted in comprehension skills, but some apparent "losses" in the vocabulary area. It is questionable whether there has actually been regression in skill level, however. Because of the small sample size the change patterns (both positive and negative) can be viewed as only suggestive of the tendencies total group.

Pre and post arithmetic tests were administered only to students electing to take arithmetic classes. The medians, quartilies,and ranges of the pre and post-test arithmetic score distributions for the 7th and 8th grade students are presented in Table 21.

TABLE 21

Results of California Achievement Tests, Junior High Battery
Grades 7 and 8 Combined Junior High Summer School

Grade Equivalent	Arithmetic Fundamentals			Arithmetic Reasoning		
	June Form W	Aug. Form Y	Differences	June Form W	Aug. Form Y	Differences
Q 3	7.1	7.4	+.3	7.5	7.8	+.3
Mdn.	6.6	6.6	0	6.6	6.7	+.1
Q	6.2	6.0	-.2	6.0	6.2	+.2
Range				13.0-4.9	13.0-4.9	
N	108	108		109	109	

Gains were made at a number of points in the distribution. The most consistent overall gain pattern will be noted for Arithmetic Reasoning. Gains of this magnitude, while small, should be viewed in terms of the length of time between pre and post-test administrations and the previous rate of progress suggested by their pre-test results. It is rather clear that arithmetic progress during previous years had not averaged the approximate month-for-month progress observed in Arithmetic Reasoning. In Arithmetic the teachers many times mentioned the individual help possible due to the small classes. This may have been a factor in growth here.

Complete pre and post data were available for only 12 students at the high school level. Gains of several months were noted for this small group but because of the very small sample size no statistical presentation will be made of the results.

DISCUSSION

The objective and subjective data presented in the FINDINGS section are not entirely congruent with each other.

Parents and teachers have both indicated that they had noted "moderate" to "marked" improvements in skill levels. Yet, reading test results reveal mixed patterns of score changes at various points in the distributions. An apparent "no change" pattern was noted at grade six--some values were slightly positive; others slightly negative. At grades seven - eight and ten - eleven encouraging increments were noted in Reading Comprehension scores. However, Reading Vocabulary scores evidenced an apparent decline. Mixed results were also noted for Arithmetic skills. Arithmetic Reasoning scores evidenced significant improvements; no clear pattern of improvement will be noted for Arithmetic Fundamentals.

The positive reactions of parents and students are reflected in questionnaire responses on several items. The fact that most would be interested in a second year's attendance speaks clearly of this positive feeling. However, there appears to be a considerable degree of agreement regarding suggestions for certain improvements--shorter periods, more elective offerings, and a more variety in foods provided as snacks.

It is encouraging to note that there were slightly fewer students who dropped out of the program this year as compared to last year.

Data presented in this study would suggest that program objectives related to increasing achievement levels have not been clearly realized, if the objective test scores are accepted as the chief indicators.

Subjective data, in the form of responses to questionnaire surveys, suggest that significant progress was made during this six week period toward the achievement of the goals related to the development of new and interests and the acquisition of the enriched experiential backgrounds needed by these students from the target area.

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Teacher on Special Assignment
Research Department

EVALUATION OF TEACHERS' WORKSHOP

1967

INTRODUCTION

This ESEA-funded summer workshop of four weeks was designed to provide teachers with an opportunity to improve their teaching effectiveness by:

1. Working on individual curriculum projects
2. Expanding understanding of urban life and problems as they affect education
3. Learning about the disadvantaged youngster
4. Exploring new human relations approaches, particularly oriented to the school-community relationship.

The workshop was held at Hamilton Junior High School, June 26 through July 21.

PROCEDURES

Program Description

An environment rich in personnel and material resources was provided to assist each participant to achieve these goals. Personnel resources included a staff of 12 elementary and secondary teachers among whom were found experts in reading, creative writing, and other content areas. There were also seven specialist and consultant positions on a full and part-time basis. In this group were found a librarian, a consultant in intergroup relations, an instructional media specialist, two audio-visual specialists, and five part-time subject matter specialists making up two full positions. Material resources included an audio-visual lab, a duplicating lab, the library, and instructional materials.

Invitations were sent to secondary and elementary teachers announcing the workshop. Four units' credit on the salary schedule were offered for successful participation. On the invitation teachers were asked to indicate their major field of interest from an array of possible offerings. These expressed preferences provided a basis for selecting and organizing the workshop activities.

For most activities the workshop was divided into two groups, elementary and secondary, and included 97 elementary and 41 secondary participants. There were two periods, one from 8:30 a.m. to 10:00 a.m. and another from 11:00 a.m. to 12:30 p.m., devoted to one and/or two of several formalized groups. At the secondary level the groups covered the areas of:

1. Secondary reading
2. Human relations
3. Guidance and counseling
4. Math and computers
5. Family life
6. Audio-visual work
7. Individual curriculum projects

On the elementary level, groups included:

1. Remedial reading techniques
2. Working with children unable to read the textbook
3. Oral language development, techniques
4. Motivation for creative writing
5. Utilizing newer media of instruction
6. Developing lessons with the tape recorder
7. Individualized reading
8. Mathematics

An additional special feature of the elementary group was a six-day Teacher-Aide workshop. The hour from 10:00 to 11:00 was set aside for a discussion group coffee break and special events which included 16 speakers on a wide variety of subjects germane to the educational process in Oakland.

The elementary section of the workshop consisted of 13 sections devoted to the eight topics mentioned above. Sections in "Remedial Reading", "Working with Children Unable to Read the Textbook," "Oral Language Development Techniques," "Motivation for Creative Writing," and "Mathematics" met for 90 minutes a day for two weeks. Sections in "Utilizing Newer Media of Instruction," "Developing Lessons with Tape Recorder," and "Individualized Reading" met 90 minutes a day for one week. In an effort to meet the desire of each participant scheduling of the workshop was a complex task. Scheduling problems were created by participants who elected to take three one-week courses. In selected instances participants were scheduled for only one week of a two-week section.

Evaluation Strategies

Evaluation of the workshop was accomplished primarily through questionnaire surveys of program participants. These included a survey questionnaire for all secondary participants, Appendix VII-C & another for all elementary participants, Appendix VII-C. These questionnaires contained questions regarding workshop aims and outcomes and participants were asked to make judgments as to the merit of the various sections. In addition a separate questionnaire was directed to all participants for evaluating the extensive special events program at the workshop, Appendix VII-C. The workshop leaders completed a class summary form, designed to describe and evaluate their section and the workshop in general. In addition, a summary was compiled of the salary credit forms, Appendix VII-C which yielded information regarding the numbers of participants in each area or section.

FINDINGS

Questionnaire Responses of Secondary Participants

In the secondary group 87% of the participants felt that the workshop "definitely helped" them achieve their goals and 92% felt that the workshop helped them to extend or modify these goals. Of these latter respondents, 90% felt the workshop helped them to achieve these new or broader goals. There were no negative responses to the questions dealing with participants goals.

In response to the question concerning which areas of workshop experience provided significant help, human relations, with 27 responses and instructional and audio-visual media, with 25 responses, were mentioned most frequently. These areas were followed by social science (Negro culture) with 16 responses. In terms of type of group, the participants seemed to appreciate most, the chance to work on individual projects (27). Next in line came the special event speakers (20), followed by the small group (17). All of the participants felt the workshop experience would help them to some extent in the classroom next fall; 87% felt that it would "definitely help."

When the secondary participants were asked to describe the strengths of the workshop, the special events, the individual project approach, the opportunity to share information and ideas, and the availability of resource materials received approximately 20 responses. The weaknesses noted were lack of time for individual projects (12), lack of materials (7), lack of time for speakers and audience questions (7) and inappropriate announcements and interruptions during coffee break (7). It is interesting to note that there was a diversity of opinions regarding the strengths and weaknesses; e.g., 21 participants mentioned the opportunity to work on individual projects as a strength while 12 mentioned lack of time for individual projects as a weakness.

A complete tabulation of the responses of secondary participants will be found in Appendix VII-C.

Questionnaire Responses of Elementary Participants

Question two of the Elementary Teachers' Workshop Evaluation Sheet is "In general, did this section impress you favorably?" Table 1 indicates the responses to this question.

TABLE 1

Responses of Elementary Workshop Participants to Question: "In General, Did This Section Impress You Favorably?"

Question	Number Responding to this item	Yes		No	
		N	%	N	%
Remedial reading techniques	53	44	83%	9	17%
Working with children unable to read the textbook	41	32	78%	9	22%
Oral language development techniques	58	53	92%	5	8%
Motivation for creative writing	40	35	88%	5	12%
Utilizing newer media of instruction	40	40	100%	0	0
Developing lessons with the tape recorder	37	25	68%	12	32%
Individualized reading	34	26	76%	8	24%
Mathematics	43	42	98%	1	2%
Total	346	297	86%	49	14%

A total of 86% responded favorably to this question. One section, "Utilizing newer media of instruction," received a 100% favorable response. Participant comments concerning the "Developing lessons with the tape recorder" section (32% unfavorable response) indicate that the chief criticism was that many of the special events programs ran overtime and greatly curtailed working time in this one-week course. Many of the participants who rated this section as unfavorable were enrolled in the B section during the second week of the institute which was further shortened by a Fourth of July holiday.

The third question on the evaluation sheet is, "Please list two or three new methods or techniques you learned about that will be of value to you when you return to your classroom in the fall." The use of various audio-visual machines and materials was mentioned most frequently. Also receiving considerable mention were:

The use of motivational games
The uses of poetry
Creative dramatics
The use of new materials

For a complete listing of all responses mentioned at least three times by members of a section, consult Appendix VII-C.Following is a brief summation of the most frequently mentioned items for each of the eight sections.

Remedial Reading Techniques: Forty-three persons responded. The use of audio-visual aids was mentioned by 17 section members, 39% of those responding. Thirteen (30%) noted they were exposed to many new materials.

Working with Children Unable to Read the Textbook: Nineteen of 32 responders (59%) cited the motivational use of audio-visual materials.

Oral Language Development Techniques: Of the 56 persons responding, 24 (43%) mentioned the various uses of creative dramatics. Twelve section members (21%) mentioned the use of audio-visual machines and materials. Eleven participants (20%) noted the use of puppets; while nine (16%) referred to the use of new materials.

Motivation for Creative Writing: "Brainstorming" as a motivational technique appeared on 14 (40%) evaluations of this section. A simple but attractive method of making a book was cited by eight (23%) participants. Responses were made by 35 persons.

Utilizing Newer Media of Instruction: Fourteen (38%) of 37 responders stated they became familiar with many audio-visual machines and materials. Other participants listed individual machines and materials such as the tape recorder, Tach-X, controlled reader, bioscope, thermofax, and the overhead, opaque, automatic film, and the slide and film projectors. Nine (24%) section members mentioned the tape recorder.

Developing Lessons with the Tape Recorder: In one manner or another most participants of this section mentioned learning the technicalities of operating the recorders and the school uses to be made of such operations. Eleven (34%) of 28 responders stated they learned how to use the tape recorder. Nine (28%) learned how to use the recorder with various subject areas, and nine (28%) also made tapes that they will use with lessons when they return to their classrooms.

Individualized reading: Learning how to organize an individualized reading program was noted by nine (33%) participants. Seven (26%) stated they learned how to use individualized reading as a part of the overall classroom curriculum. Twenty-seven persons responded.

Mathematics: Thirteen (32%) of 41 participants commented they learned of and, in some cases, made many motivational games. Twelve (29%) learned of and made various teaching aids.

Question four is "Have you attended an Oakland Public Schools' summer workshop before?" Of the 81 participants responding, 39 (48%) replied "Yes" and 42 (52%) "No". Question five was for those who answered "Yes" to question four. It provided a choice of:

"I prefer this summer's workshop format."
"I prefer the format used at previous summer workshops."
"I suggest the following workshop format."

Table 2 indicates the responses to question five.

TABLE 2

Format Preferences of Elementary Participants Who Had Attended Previous OPS Summer Workshops

Years of Previous Workshop Experience	Prefer this Summer's Format		Prefer Previous Format		Suggest Another Format		Total Responses
	N	%	N	%	N	%	
1 year	9	48%	7	37%	3	15%	19
2 years	8	73%	2	18%	1	9%	11
3 or more years	5	83%	1	17%	0		6
All participants	22	61%	10	28%	4	11%	36

Table 2 reveals that almost two of every three verteran workshop participants prefer this year's format as opposed to the previous format where workshop enrollees were grouped in single project or interest areas for the entire four weeks except for optional special events.

Question 6 is "What do you feel were the particular strengths of this workshop?" Seventy-seven participants responded. Twenty-six (34%) directly stated, "Special events;" three (4%) cited, "Some special events;" and there were 29 (37%) individual referrals to eight of the events. Individualized projects and the making of materials were cited 14 times (18%); the interchange of ideas with other teachers was cited 12 times (16%); and a "good teaching staff" (workshop leaders) was noted 11 times (14%).

Sixty-six participants responded to question 7, "What do you feel were the particular weaknesses of this workshop?" The most common complaint was that there was not enough free time to work on projects and share ideas with others. Forty (61%) participants made mention of this. One of the chief reasons for this, in the opinion of the participants, was that the B period was shortened almost daily by the special event extending its time limits. The complete tabulations of responses of elementary participants to all items of the questionnaire will be found in Appendix VII-C.

Workshop Leaders

Responses of six out of eight secondary workshop leaders, in summarizing their feelings about the strengths of the workshop, commented that the significant thing about workshop is the chance it gives for the sharing of ideas, techniques, problems, and experiences in small groups. This was also considered to be a major strength by a large proportion of participants.

The 13 elementary section leaders (including teacher aide section) expressed confidence that their section's aims were achieved during the workshop. Twelve of the leaders responded to question five, "What do you believe were the most successful parts of your workshop section?" Five (42%) felt that to be the exchange of ideas by participants during section discussions. All 13 leaders responded to question six, "What areas do you believe might be improved?" Ten (77%) of them felt more time was needed. Several echoed the sentiments of many participants regarding the almost daily shortening of the B period. Appendix VII-C lists other comments made by the leaders.

Teacher Aide Workshop

A special feature of the elementary section of the workshop was a six-day teacher aide workshop which served 21 participants, each of whom had served as aides at ESEA schools during the regular school year. Eighteen of the participants took leave from current summer school teacher aide positions to attend the workshop.

The group joined the elementary workshop on Friday of the second week and continued to meet for the entire third week. On Friday, the group attended the special event which featured Dr. Arthur Pearl, co-author of "New Careers for the Poor" and later planned the following week's schedule.

During the final day of this brief workshop, the teacher aides completed an evaluation sheet (Appendix VII-C). The first two questions asked them to react to the ten parts of their workshop experience. In response to question one, "In general, did the event or activity impress you favorably?", ninety-four per cent responded, "Yes". Seven of the workshop parts received no unfavorable votes. These were Dr. Pearl's speech, Mr. Harry Roux's two presentations, a discussion (by aides) of "Characteristics of a good aide," a discussion on role playing, oral reports by aides, and practice with duplicating materials.

The second question asked the aides to list two or three new methods, techniques, or significant ideas learned about that will be of value to the aide when she returns to the classroom in the fall. Some of the comments are as follows:

Ideas:

"Children are the most important thing in the classroom."
"An education should provide the pupil with an occupational choice, democratic citizenship, culture character, and should encourage him to understand and live with himself and others."
"Utilize the child's experiences and interests as take-off points."
"Allow the child to express himself freely."
"Communicate with the teacher."

Methods, Techniques

"Be a good listener."
"Help the child make attractive books from his work."
"Utilize role-playing skills."
"Produce dittoes, mimeos and transparencies with various duplicating machines."

All 21 enrollees replied in the affirmative to the question, "Do you feel a workshop of this type should be presented again?" There was a difference of opinion as to the ideal, yet practical length of another workshop. However, two thirds of the participants thought that four weeks (the same as teachers' workshop) would be best.

Three main strengths emerge in the comments to question five.

1. Learning to understand and become more concerned about others - three responses, 14%.
2. Learning new methods and ideas - three responses, 14%.
3. Meeting with and sharing experiences, opinions and problems with other aides - three responses, 14%.

Responses to question six, "What improvements or additions would you suggest?", indicate the strong feeling among the aides that more and longer workshops are needed. More than half of the participants made direct mention that a longer workshop, preferably four weeks in length, be planned. This would provide the opportunity to satisfy some of the other comments such as: "More time with audio-visual and duplicating machines," and "Visits to some of the teachers' workshop sections." Several of the aides' comments reflect the feeling that some of the special events speakers' topics were beyond the aide level of comprehension. Aides alluding to this problem felt their time would have been better spent working and practicing with the duplicating machines and materials.

Special Events

All the special events but one were favorably received and considered to have given significant ideas and information that would be of value in the classroom in the fall. Respondents indicated that all but two of the events had given new techniques or methods that would be of value in the classroom. The majority of the respondents felt that 15 of the 16 special events were of sufficient value to be repeated in another workshop. At least 75% of the responses for 13 out of 18 special events were clearly positive.

When asked about the three most helpful events, in terms of ideas and techniques for use in the classroom, 60 people mentioned the event, "Second Language Learning," in which simple techniques for teaching English to children with dialect differences or foreign language backgrounds were outlined and demonstrated. The next more frequently mentioned event was Language Arts with 33 responses, followed by the presentations of Dr. McJunkin and Dr. Bailey. A complete tabulation of responses to the Special Events questions will be found in Appendix VII-C. A brief description of each of the special events is included in Appendix VII-C.

Summary of Salary Credit Forms

Four units of salary credit were given to 38 secondary participants, while two participants received three units and one participant received two units. The lesser credits were due to the participants' inability to attend all four weeks of the session. Credit was given for major participation in one or two of the following groups:

Secondary Reading	7
Family Life	6
Counseling and Guidance	4
Math and the Computer	3
Human Relations	2
Audio-Visual Work	1
Curriculum Development	30

The curriculum development group worked on the following projects:

Foreign Language	6
Science	5
Social Studies	4
English	4
Humanities	3
Industrial Arts	2
Physical Education	2
Arts and Crafts	2
Math	1
Music	1

Some secondary participants in more than one group or project.

Ninety-five elementary participants received four units of credit and two other elementary teachers earned two units of credit. A listing of the elementary sections and the number completed each follows:

Remedial Reading Techniques - - - - - - - - -	56
Working with Children Unable to Read the Textbook	34 (two weeks)
	9 (one week)
Oral Language Development - - - - - - - - -	61 (two weeks)
	2 (one week)
Motivation for Creative Writing - - - - - - -	36 (two weeks)
	6 (one week)
Utilizing Newer Media of Instruction - - - - -	1 (two weeks)
	39 (one week)

Developing Lessons with the Tape Recorder		43
Individualized Reading	- - - - - - - -	41
Mathematics	- - - - - - - - - - -	44 (two weeks)
		1 (one week)

Three elementary participants received four units of salary credit for working on a humanities curriculum project.

SUMMARY AND DISCUSSION

The Hamilton summer workshop reached 41 secondary and 97 elementary participants who were overwhelmingly enthusiastic about the help it gave them in reaching their goals and modifying or extending these goals. They all felt their workshop experience would help them in their classroom teaching in the fall. Participants particularly appreciated the chance to work on individual projects in a situation where help and consultation were readily available. It would seem appropriate to retain the flexibility in the secondary section organization so that the individual project approach can be furthered. The elementary participants who attended previous workshops favor retaining the new format--two sections separated by the coffee break and special event--by a margin of 61%. However, many first-time participants complained of the constant shortening of the B section due to the special event failing to keep within scheduled time limits.

The very positive response to the special events as a whole would indicate that this kind of activity is most valuable and that good choices were made in terms of speakers. Flexibility and resources in terms of both personnel and material, would seem to be the key to workshop success.

CONCLUSIONS

The responses of the summer workshop participants suggest the following conclusions:

1. Virtually all participants reported that they had had the opportunity to pursue worthwhile individual projects expected to be of practical value in terms of facilitating their in-class work in the fall.

2. Responses to the "special events" speakers who explored diverse problems related to contemporary urban education indicated that participants felt that they had obtained many new and/or expanded understandings and ideas. Particularly important is the fact that respondents felt that almost all of these presentations were significantly related to the challenges which they actually face in the classroom.

3. Elementary participants, particularly those who had attended two or more previous workshops, indicated a preference for the new format of this year's workshop.

4. Certain scheduling problems related to the special events activities were felt by many participants to interfere with other group activities.

5. The responses of parent-aide participants indicate that this type of in-service activity was of significant practical value.

Walter T. Todd
Teacher on Special Assignment

William B. Weldy
Teacher on Special Assignment

WTT:WBW:bc
8/10/67

DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECTS

FOREWORD

During the summer of 1967 several curriculum development projects relating to the education of disadvantaged youth were undertaken. The purpose of this report is to present a description of these activities. The following sources of information were used in the development of this report:

Reports submitted by the chairman of each curriculum development group

Interviews with each teacher involved in the project

Interviews with the supervisors and directors in charge of the projects

Observations of work sessions

Examination of materials developed

Because of the descriptive nature of this report, it does not follow the usual research study format.

INTRODUCTION

Rationale

The Oakland Public Schools recognize that children from the economically and socially less advantaged segments of the community need help in developing positive attitudes toward themselves through better understanding of their heritage. These children need help in relating school experiences to life and to the world of work. Many teachers are not well equipped to help children learn in the areas of ethnic minority contributions and vocational education because of lack of training and lack of usable materials in these areas. Experience indicates that teachers need:

A wider range of techniques and materials which would be effective with less advantaged children

Greater opportunities to exchange ideas for wider dissemination of materials and innovations which focus more precisely on educational needs of today's disadvantaged child

Opportunities to participate in cooperative evaluation and modification of existing curricula offerings

Objectives

The FSEA special summer Curriculum Development Projects attempted to achieve the following objectives:

To incorporate into the social studies curriculum units on contributions of ethnic minorities

To provide for a variety of student activities which would stress oral and written English

To provide more meaningful experiences for students in the area of vocational education

To locate and develop usable materials on ethnic minorities suitable for various age and ability levels

To relate the goals of compensatory education to the overall educational plan of the Oakland Public Schools

Personnel and Organization

A total of 34 certificated personnel were involved on a full-time basis and two on a part-time basis for the duration of the project. Many gave of their own time when the compensated period was concluded to edit materials and insure the completion of teacher guides for use at the opening of school. Consultants and clerical services were provided. Personnel involved in the programs were as follows:

Elementary Program:

1 supervisor
5 teachers (fourth grade)
5 teachers (fifth grade)
1 librarian (one-half time)

Secondary Program:

1 supervisor (part time, no additional compensation)
4 teachers (junior high school)
6 teachers (high school)
7 teachers (Negro culture)

Vocational Guidance Program:

1 director (no additional compensation)
3 counselors
3 teachers
3 students (compensation, Neighborhood Youth Corps)

CURRICULUM DEVELOPMENT PROJECTS

Elementary Program

Two groups of elementary teachers worked on curriculum development projects. They worked closely together developing courses of study for fourth and fifth grade social science. An attempt is made to report different aspects of their accomplishments because of the similarity of their work.

Fourth Grade: California - Japan - Nigeria: A Comparative Study, a course of study, was written in tentative form to be used in the classroom. The course of study is to be revised later incorporating suggested changes from all fourth grade teachers. Several major objectives guided the teachers in the preparation of the guide. These stated objectives are to:

Give recognition to the contributions to the development of our state by different ethnic groups including the Indian, Negro, Chinese, Japanese, Mexican, Spanish, Russian and others

Give fourth grade pupils a foundation in California history and geography with consideration for both past and the present

Provide a guide which satisfies the state framework for the social sciences by including a comparative study of Japan and Nigeria with a study of California

Provide a format and unit organization which is similar to that which the pupils will encounter in the fifth and sixth grades

Provide a balance in opportunities for pupils to have experiences which will help develop thinking skills, academic skills, social skills, and improved attitudes and sensitivities

Place emphasis on major generalizations and concepts which are applicable to a study of the social sciences at all levels

Stimulate the broader use of all instructional media as a means of gaining information, including the use of multiple texts

Unit titles are stated as major generalizations and the general format includes the following:

Content column - This section contains the concepts supporting the major generalization of the unit.

Learning Activities and Resources - This section begins with suggested introductory activities followed by a list of activities designed to develop thinking, academic, and social skills leading to improved attitudes and sensitivities. Extensive lists of references are given which include all forms of instructional media. The reference section is annotated with reading grade level, page references, type of information and ratio of copies available. Suggested activities are given for summarizing the unit.

Boxed notes - Interspersed throughout the guide are boxed notes which give general directions to the teacher and specific information related to the unit which is not generally found in the references.

Fifth Grade: Our Country and Its Expanding Frontiers, a course of study for fifth grade social science was revised, and expanded incorporating teacher suggestions which were accumulated over a two-year period. A detailed summary of the work accomplished follows.

The section on acknowledgments was reorganized and the following pages were developed:

Foreword
Unit organization
Unit format
Textbook list and distribution of state texts, Oakland Public Schools central purchase list, Oakland Public Schools recommended supplementary texts

Organization added common to the three sections of the unit includes:

Title page - gives the title of the part of the unit with a recommended time distribution

Textbook bibliography - indicates the usage of books within the body of each part of the unit
Teacher and pupil references - titles used within the body of each part of the unit
Audio-Visual references - titles used within the body of the unit with additional references previewed and compiled

References:

Original references - all were reviewed, selected references were retained, some deleted
New references - added to the entire unit from all the new textbooks
Oakland Public Schools Publications added as references include:
Elementary Art Curriculum Guide, Instructional Audio-Visual Materials for Art K - 14
Study Tour Guide, 1967
Music references added include - songs from the old texts and the new adoptions with selections for listening activities

Work on the body of the unit included:

Unit I - proof reading of the reorganized and redeveloped copy
Unit II - reorganization and addition of content to develop:
Diplomatic negotiations which led to the acquisition of new land, establishing our present boundaries
Unit III- extensive development of the major ideas, including:
immigration, emigration, and contributions of all people are considered with the importance of human resources. Past, present, and future technology focuses on research, development, and problems created.
Relationships of the United States with other countries of the world are considered with the developing countries and their needs
Recommended final evaluation of the year's work

Complete Bibliography - compiled and organized into:
Teacher references - as used in the complete body of the unit
Pupil references - as used in the complete body of the unit (see example in Appendix VII-C.)

Appendices - developed and organized:
Time line information
Teacher references
Principles of a time line
An example
American art references
Sample references from the Art Audio-Visual Materials
Depicting history as viewed by an artist

Appendices developed and reorganized more extensively:
Map skills
Map skill learnings
Teacher and pupil references
Procedures and methods for map making

729.

Games and dances
  Directions for a few dances
  References including Oakland Public Schools Rhythmic Activities in Physical Education, Grades 5 and 6
Hand craft activities
  References for weaving and stitchery
  Directions for candle making, soap making and dyeing cloth

Additional Bibliography - references which may be helpful in teaching Our Country and Its Expanding Frontiers - developed and organized into:

Teacher references
Pupil references - arranged in the following categories and reading levels

Non-fiction:	grade level	(5th grade)
	easy reading	(grades 2 - 4)
	advanced reading	(grades 6 - 7)
Biography:	(three reading levels above)	
Folklore - Poetry:	(three reading levels above)	
Fiction:	(three reading levels above)	

Secondary Program

The secondary curriculum development program was composed of three groups: junior high school, high school, and Negro culture committees. Each group worked independently of the others, but there was opportunity for the exchange of ideas on topics such as articulation, treatment of subject matter, and the evaluation and selection of materials.

Junior High School: The junior high school committee was charged with the responsibilities of developing a teaching unit on Africa to be used in seventh grade geography and revising the eighth grade course of study for American History.

Seventh Grade

A tentative teaching unit on Africa was developed and organized. The unique features of this unit include:

Emphasis on Negro culture
Provisions for integrating social science teaching with music, art, and English
Extensive reference sections for teachers and students pertaining to Negro culture and history

Eighth Grade

A revised course of study for eighth grade American History was written to cover the complete period from discovery and exploration to the present time. The previous course had covered chronology to the Civil War with units on government and some contemporary problems.

The new course of study assumes its most important purposes to be that of insuring that students:

Acquire a sense of the sweep and thrust of American History through elaboration of basic themes
See American History as an interrelation of geographic, political, economic, and human considerations
Understand his own age and how this age came to be

The course of study provides for these purposes by giving the student a broad survey of American History from its beginnings to present day with some specific "in-depth" studies. It also offers introductory units on the citizen's role in government.(See example in Appendix VII-C)at all levels and on some basic concepts of economics encompassing national and personal perspectives.

The guide is designed with student activities and developmental procedures to serve a variety of objectives for the student:

To learn effective courses of action by seeing how our forefathers solved their problems and adapted to new situations

To develop a sense of time and an identity with the past - a feeling of direction and continuity of development

To broaden understanding and points of view by adding to his personal experience the immense treasure of the experiences of others

To gain an understanding of the contribution of minorities and the problems they face

To learn a mode of inquiry and an inductive way of thinking which will enable him to analyze issues and interpret events intelligently

To gain an understanding of how history is written and what types of historical evidence is examined before arriving at interpretations

Major sections of the guide other than the unit development are:

Suggestions for implementation of the "in-depth" studies

Pre-planning suggestions are offered to help the teacher follow time allotments for each unit of the course of study

Cross-references for textbooks

Reading lists to supplement the extensive references in the body of the unit

An audio-visual guide corollated with the units which includes motion pictures, film strips, tapes, recordings, transparencies, and a flat pictures file

Senior High School: The responsibilities of the high school committee were many. Some were to:

Evaluate and up-date the social science courses of study for grades 10, 11, and 12

Evaluate and select reference books on the history and contributions of minority groups

Evaluate and select audio-visual materials dealing with the history and contributions of minority groups

Produce materials for use with various ability groups in the same and related areas

The courses of study for tenth grade World Geography and History, eleventh grade United States History, and twelfth grade Government were examined to some degree and the following materials were developed to replace older items or supplement those in current use.

Booklets for use in teaching the BILL OF RIGHTS. The booklet uses the news media approach in that articles and cartoons from current newspapers are used to illustrate the various points of each amendment. Each section contains study-work sheets, a vocabulary section and suggestions for study. (For use in grades 11, 12)

Tape recording of skits written by students as an example of student involvement in the study of the BILL OF RIGHTS. (For use in grades 11, 12 or in-service training for teachers)

Booklet on civil rights organizations, with emphasis on leadership, differing philosophies and methods of operation. (Supplementary reference grades 10, 11, 12)

Biography of Thurgood Marshall, first Negro justice in the Supreme Court and long-time civil rights worker. (For low ability students, grades 11, 12)

A play dramatizing the Supreme Court desegregation decision of "Brown vs. Board of Education, Topeka" and the earlier "Plessy vs. Ferguson" decision. (May be used in study of the functions of the Supreme Court or civil rights study grades 11, 12)

Series of transparencies for use on the overhead projector dealing with immigration and emigration. Accompanied by explanatory material. (Grades 10, 11, 12)

Tape recording - "A History of American Popular Music" (1500-1899) showing major factors in American History for the period. Fourteen popular songs with interspersed narration illustrating a particular time period or event. (Can be used in grades 8-11, all ability levels)

Tape recording - "A History of American Popular Music (1900-1967) showing major factors in American History for the period. Eleven popular songs with interspersed narration illustrating a particular time period or event. (Recommended as above)

Tape edited for classroom use - Dr. L. S. B. Leakey, discoverer of the earliest known man, discusses his life in Africa and characteristics of man and his evolution. (Recommended use in anthropology, evolution, Africa, general information, grade 10)

Tape edited - Dr. L. S. B. Leakey, question-answer period with audience participation following above talk. (Same recommendations)

Tape edited for classroom use - Dr. Clyde Kohn, University of Iowa, discusses problems in the field of geography paying particular attention to the development of concepts and generalizations. Excerpts from a longer speech with an introduction added. (Recommended for introductory unit in geography, grade 10)

Slides produced - A set of 33 photographs from the National Geographic Magazine illustrating Dr. Leakey's work in Africa were selected to accompany the tape.

Tape recording made and edited for classroom use - Experience in the Peace Corps, including background discussion of the work of the Peace Corps. (Recommended for grades 10, 11, 12)

Tape recording made and edited for classroom use - Interview with a Native of Liberia, emphasizing tribalism. (Recommended for grades 10 - 12)

Tape recording edited and accompanying material prepared on general information on Red China. (Recommended for grades 10 - 12)

Slides produced - A set of 35 mm. slides accompanied by printed commentary on present day Africa illustrating the contrasts in development.

Negro Culture

The committee on Negro culture accomplished two broad purposes. First, existing instructional materials were located, screened, and selected for purchase. This work took members of the group through libraries, publishers lists, and audio-visual previewing rooms. Materials were evaluated for overall usability and grade level or course placement, then channeled to the appropriate group. A second part of this first purpose was to develop material for classroom use in the general area of Negro culture and make recommendations for its use throughout the secondary curricula. Following is a list of materials developed.

Survey of Negro Literature (reading list): The reading list is divided into sections on the African heritage and American Negro literature. The heritage section contains works of Negro writers from various countries including the United States and Russia, but selects their work dealing with African or Negro heritage such as African and American folklore, modern African literature, essays, stories and poetry. The American section assumes a chronological approach with selections from the Colonial era, Civil War-Reconstruction period, the Harlem Renaissance, and contemporary American Negro literature. This reading list could be used as a unit in English classes, humanity classes, or Negro culture classes. It is also available as a general reference section for social science classes.

"Black Voices of America's Past - Readings for Negro Culture" - This is a mimeographed booklet organized chronologically to 1960, and represents some of the major Negro thinking in the areas of sociology and political developments. Included are such writers as Benjamin Banneker, David Walker, Nat Turner, Frederick Douglass, Booker T. Washington, and Marcus Garvey. The booklet may be used as a supplementary reference for American History or government and will be used in the Negro culture course.

A teaching unit on the contributions of Negro historians and sociologists to American History was planned and written for use in the eleventh grade as a reference for the Negro culture course.

A paper for teacher use entitled "Slavery, Segregation and Christianity." This attempts to explain how the various Christian religions reconcile the contradiction between their religion and human slavery before the Civil War. and between their religion and segregation after the Civil War. Although this paper is intended for teacher background information it may be used as a student reference.

A mimeographed booklet containing annotated excerpts and readings in contemporary social thought among Negro leaders concerning civil rights. This is intended as a supplementary reference for students.

A mimeographed booklet of reading on the concentrational camp syndrome from a study of Dr. Bruno Bettleheim to be used in discussion of personality changes within a closed society such as slavery. Questions are given for student study-work sheets.

Tapes compiled and edited of Yoruba music, Ethiopian music, Western Congo music, narration is interspersed for explanations. To be used as teaching aid on Negro culture.

A second tape on African music was edited and arranged to illustrate the variety, the multiple purposes, tribal and regional character, and historical influences of these people. To be used as a teaching aid for Negro culture and available to other teachers.

The second broad purpose of this committee was to develop a course in Negro culture to be offered as an elective in two high schools during the next school term. The course plans and materials would be available to all high schools and may be used as deemed appropriate: as reference materials for existing courses or offering the complete course as plans can be completed.

The outline for this course is given in Appendix VII-C.

Vocational Guidance Program

One counselor, one teacher, and one student from each of the three junior high schools in the ESEA target area worked on the committee to develop the vocational guidance units.

The students previewed films, filmstrips, and other instructional aids. Their evaluations and reactions were used in judging the suitability of the items chosen for use.

The teachers and counselors worked together making contacts with the community for future field trips, excursions, and guest speakers. The community was also used as a source of information regarding occupational trends, apprentice programs, and job requirements. Contacts were established with unions, business, industry, and government agencies at various levels.

"The emphasis on career development in the junior high school will be in vocational guidance, understanding that career development is a life-long process. This vocational guidance program must include the full involvement of the student, parents, counselors, administrators, and community industries", as stated by the committee.

The purpose of the guide which was developed is to provide a three-year program to help the junior high school student develop positive attitudes toward work and society, reasons for working, and to explore vocational interests and aptitudes. By developing proper attitudes toward school work and showing the significance of school subjects and basic skills for vocational awareness, the student should gain a better understanding of the relationship of school work to vocations.

This program is divided into three developmental units which are to be an integral part of the studnet's curriculum in grades seven, eight, and nine. The units are designed for six to nine week studies and probably will be taught within the English classes.

As an illustration of the developmental nature of the units consider the titles which are most descriptive of the content. The complete outline of the ninth grade unit may be found in Appendix VII-C.

Grade 7 - Self-appraisal and Introduction to the World of Work

Grade 8 - In-depth Investigation of the World of Work

Grade 9 - Investigation of Specific Vocations

A part of the overall plan is devoted to involving the entire school staff in the vocational guidance unit so that there will be a team approach and a carryover from one area of the curriculum to another for the greatest degree of effectiveness. To emphasize this the committee recommends that staff orientation and planning sessions begin approximately four weeks before the units are initiated.

The material developed for the teacher guide illustrated by a four-column arrangement was designed to facilitate ease of use. The divisions were as follows:

1. Objectives
2. Student Activities
3. Teacher Activities
4. Materials

The units will be taught as a pilot study during the next school term in the three target area junior high schools, but will be available also to all other junior high schools through the Director of Counseling and Occupational Information.

SUMMARY

It is difficult at this time to accurately assess the outcomes of the curriculum development projects of the Oakland Public Schools summer program. However, a summary of the materials produced and the number of students and teachers who will be affected by these indicate the scope of the project.

Social science courses of study were developed for use in grades four, five, and eight. These will be used in all schools by all children in the given grades. Perhaps the most outstanding feature of these courses of study is the inclusion of materials on contributions and accomplishments of minority groups, particularly Negroes.

A supplementary teaching unit along the same theme was developed for seventh grade geography which will be used throughout the school district.

Vocational guidance, following the development of the three units in this area, will become an integral part of the curriculum in three junior high schools next year and in the other 12 junior high schools the following year. Involvement of the community in these teaching units should result in a closer relationship between school and community as well as result in benefits for the student in the area of long-range economics.

The high school social science and English curricula have been updated with new materials developed and previewed for purchase, as a result of the summer project, in the areas of civil rights studies, and the contributions, history and culture of minority groups, primarily Negroes. All or a part of this material will be used in each of the six Oakland high schools probably reaching as many as 15,000 students each year. Five of the six high schools were represented on the committee.

Two high schools will offer new courses in Negro Culture during the next school term. The development of this course has attracted much attention and quite possibly the course will be offered in other schools by mid-year.

The completed teaching units, courses of study, reference lists, and teaching aids were all developed from the point of view of being appropriate to the needs of Oakland's students. The gains experienced through this work by staff members who participated in the curriculum development cannot avoid having an impact on the co-workers of the participants as they return to their schools.

The short duration of the work period did not allow sufficient time to complete all work which was begun. Only completed projects have been described in this report. Recommendations were made to continue some of the projects during the school year and some others will be continued next summer.

C. David Swanson
Consultant
Research Department

CDS:bc
8/6/67

ED017570

APPENDIX
EVALUATION REPORT

ESEA

PROGRAM OF COMPENSATORY EDUCATION

OAKLAND PUBLIC SCHOOLS

OAKLAND, CALIFORNIA

AUGUST 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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APPENDIX I

REMEDIAL AND CORRECTIVE PROGRAMS

ED004538

APPENDIX I

REMEDIAL AND CORRECTIVE PROGRAMS

CONTENTS

I-A-1	Annual Evaluation Report, Program Information, ESEA of 1965, Title I, Public Law 89-10	413
I-B	Annual Evaluation Reports, ESEA of 1965, Title I, Public Law 89-10	
I-B-1	Elementary School Remedial and Corrective Language Arts Project	421
I-B-2	Junior High School Remedial and Corrective Language Arts Project	424
I-B-3	Senior High School Remedial and Corrective Language Arts Project	427
I-B-4	Elementary Remedial Reading Project	430
I-C	Standardized Test Score Distributions	433
I-C-1 & 2	Distributions of Test Raw Score Results: Grade 1	433
I-C-3, 4, 5, 6, & 7	Distributions of Test Raw Score Results: Grade 2	434
I-C-8, 9, 10, 11, 12, 13, & 14	Distributions of Test Raw Score Results: Grade 3	438
I-C-15 & 16	Distributions of Test Raw Score Results: Grade 4	442
I-C-17, 18, & 19	Distributions of Test Raw Score Results: Grade 5	443
I-C-20, 21, & 22	Distributions of Test Raw Score Results: Grade 6	445
I-C-23, 24, 25, & 26	Distributions of Test Raw Score Results: Grades 7-12	447
I-C-27 through I-C-39	Summary of Analyses of Covariance: Grades 2-6	451
I-C-40 & 41	Distributions of Test Raw Score Results: Grades 7-12 for High and Low Counseling Contact Groups	464

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I-D Non-Standardized Instruments

I-D-1 Teacher's Evaluation of Individual Student's Language Arts Skills, Elementary Pre Rating Form (Grades 3 and 5) 466

I-D-2 Teacher's Evaluation of Individual Student's Language Arts Skills, Elementary Post Rating Form (Grades 1, 3, 5) 467

I-D-3 Student Self-Rating Questionnaire Form, Elementary 468

I-D-4 Number and Percent of Student Responses to Student Self-Rating Questionnaire, Elementary (21 Tables) 471

I-D-5 ESEA Elementary Principal Questionnaire 492

I-D-6 ESEA-SB 28 Elementary Principal Questionnaire 504

I-D-7 SB 28 Elementary Principal Questionnaire 515

I-D-8 ESEA Kindergarten Questionnaire 518

I-D-9 ESEA-SB 28 Kindergarten Questionnaire 533

I-D-10 SB 28 Kindergarten Questionnaire 544

I-D-11 ESEA Elementary Teacher Questionnaire 547

I-D-12 ESEA-SB 28 Elementary Teacher Questionnaire 563

I-D-13 SB 28 Elementary Teacher Questionnaire 580

I-D-14 Teacher's Post-Evaluation of Individual Student's Language Arts Skills 583

I-D-15 Student Self-Rating Questionnaire, Junior High School 584

I-D-16 ESEA Principal Questionnaire, Junior High School 586

I-D-17 ESEA Teacher Questionnaire, Junior High School 596

I-D-18 Student Self-Rating Questionnaire, Junior High School 610

I-D-19 ESEA Teacher Questionnaire, Senior High School 613

I-D-20 Classroom and Reading Teacher's Evaluation of Student's Reading Skills 621

I-D-21 ESEA Parochial School Principal Questionnaire 622

I-E-1 Related Reading Activities and Selected Enrichment Techniques Used in the "Second Hour" of Reading in One ESEA Elementary School 630

RETURN by August 1, 1967 to:

District Code: | 0 | 1 | | 1 | 7 | 0 |

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROGRAM INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Legal Name of Local Education Agency (LEA):
Oakland Unified School District

Name of Program Director: Dr. Thomas A. MacCalla	**Title:** Assistant Superintendent Dept. of Urban Educational Services	
Mailing Address: 1025 2nd Ave.	**City** Oakland	**Zip Code** 94606

Telephone:	**Area Code** 415	**Number** 836 2622	**Extension** 618	**County** Alameda

I hereby certify that to the best of my knowledge, the information contained in this Annual Evaluation Report is correct and complete:

Thomas A. MacCalla — Signature of authorized LEA representative

August 12, 1967 — Date

District Code: 0 1 | 1 7 0

ENROLLMENT DATA

1. For persons enrolled in school, enter the total unduplicated count of children receiving a service from this program:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K	1211	
1	1236	
2	1140	
3	1203	
4	1054	1210
5	1059	
6	1014	
7	995	
8	888	
9	840	
10	420	
11	331	
12	329	
Total	11720	1210*

*Grade level information not available.

2. For persons not-enrolled in school, enter the total unduplicated count of persons receiving a service from this program:

Level	Number Not-Enrolled
Preschool	--
Dropouts	--
Adult	--
Total	--

District Code: | 0 | 1 | | 1 | 7 | 0 |

1. What degree of success did the district experience in developing and implementing public and non-public school cooperative projects?

High	1.	X
Average	2.	
Low	3.	

2. Did the districts Title I projects serve a geographic area where there was an approved Community Action Program?

Yes	1.	X
No	2.	

3. What degree of success was achieved in securing district Community Action Agency cooperation?

High	1.	X
Average	2.	
Low	3.	

4. What degree of success was experienced in coordinating Title I programs and Community Action Programs?

High	1.	X
Average	2.	
Low	3.	

5. Indicate the principal officer of the Community Action Agency with whom the coordinative aspects of Title I were fulfilled.

County Director	1.	
Designee CAA/EYOA	2.	
Local CAA	3.	X
None	4.	
Other	5.	

6. Did the district have a District Advisory Committee as required by the state guidelines?

Yes	1.	X *
No	2.	

7. If the district had a District Advisory Committee, what degree of success was encountered in working with this committee?

High	1.	X
Average	2.	
Low	3.	

* CAA Education Committee serves as District Advisory Committee

District Code: | 0 | 1 | | 1 | 7 | 0 |

8. **Briefly describe any problems that were encountered in developing and implementing public and non-public school cooperative programs:**

No significant problems were encountered. However, it is felt that coordination of in-service activities between the public schools and non-public schools can be improved in the future.

9. **List any suggestions that would improve relations between public and non-public school programs:**

Relations between public and non-public schools have been very good.

10. **Briefly describe any problems that were encountered in securing Community Action Agency cooperation:**

Close coordination, liaison, frequent meetings and school visitations by the CAA Education Committee have provided the CAA with information and increased awareness of the many-fold problems in education of disadvantaged students. We are now at a level of understanding whereby problems are minimal.

11. **List any suggestions or recommendations for revising the legislation that relates Community Action Programs to Title I programs.**

None

12. **What effect did the program have on patterns of integration in the district?**
The Integration Model Project provided one of five modes for increasing integration in the district. This elementary school program provided budget for transportation and needed instructional services for 360 students. 178 students and parents elected to participate during the first year. The program provided an opportunity for students in crowded schools serving predominantly Negro populations to attend under-capacity schools in largely Caucasian neighborhoods. Although applications for the 1966-67 school year were not sufficient to fill all of the openings possible, the program for next year is oversubscribed.

District Code: | 0 | 1 | | 1 | 7 | 0 |

300	How many members are on your Title I ESEA District Advisory Committee?	300 6 *

Place an (X) beside any of the individuals or organizations that serve on your advisory committee.

301	School Community Coordinator	301 X
302	Community Council Representatives	302 X
303	Anti-Poverty Program (Head Start, NYC, Teen Posts, Communications Skills)	303 X
304	Service Club Representatives	304
305	Non-Public School Representatives	305 X
306	Ethnic Action Groups	306
307	Political Action Groups	307
308	Parents Clubs	308
309	Parent Teachers Association	309
310	School Board	310 X
311	Project Teachers	311
312	Faculty Association Representative	312
313	Central Administrative	313 X
314	Project Building Principal	314
315	How many of the total membership reside in the project "target area?"	315 50%
316	How many of the total membership are parents of children participating in your Title I ESEA project?	316 Not Known

* The CAA has a standing committee on education. Membership on this committee is open to all 55 members of the local CAA group. There are six regularly attending members at the Education Committee meetings.

District Code: 0 1 | 1 7 0

400 FUNCTIONS AND ACTIVITIES OF DISTRICT ADVISORY COMMITTEES

401 Has your committee formally adopted objectives for its group? — 401 Yes ___ No X

Place an (X) beside any of the following activites in which your committee has participated.

402 Orientation meetings — 402 X

403 Project planning sessions — 403 X

404 Project evaluation sessions — 404 X

405 Disseminated information (publications, slides, illustrations, speakers, Bureau) — 405 X

406 Implementation of project (teacher aides, personal resources, and other voluntary services) — 406 X

500 ORGANIZATIONAL PATTERNS OF ADVISORY COMMITTEES

501 Does the advisory committee operate under a set of by-laws? (If yes, please append a copy to this report). — 501 Yes X * No ___

502 Has the entire committee participated in the formulation of by-laws? — 502 Yes ___ No X

503 Do you have provisions for a chairman and other officers? — 503 Yes X No ___

504 Have you an established length of tenure for members of the committee? — 504 Yes X No ___

505 If the answer to 504 is yes, what is the length of service? — 505 2 Years

506 Do the terms of all members terminate at the same time? — 506 Yes ___ No X

507 Do you have provisions which establish the number of meetings to be held? — 507 Yes X No ___

* The local CAA groups does operate under a set of regulations. Therefore the Education Committee functions under these general guidelines.

District Code: 0 1 | 1 7 0

600 Personnel

Indicate the number of persons added to the staff and their level:

Teaching Positions	Number of Positions Supported by ESEA Title I Funds: Full Time (A)	More than Half-time, Less than Full Time (B)	Half-time or Less (C)
(1) Teacher - Pre-kindergarten			
(2) Teacher - Kindergarten			
(3) Teacher - Remedial Reading	14.5		
(4) Speech Correctionist			
(5) Teacher of the Handicapped			
(6) Elementary Teacher	32		
(7) Secondary Teacher	24		
Other teaching assignments not listed above (specify)			
(8)			
(9)			
(10)			
Non-teaching Positions			
(11) Teacher Aide			317
(12) Librarian	11.5		
(13) Supervisor or Administrator	4		
(14) Counselor	5		
(15) Psychologist	3.2		
(16) Testing assignment	5		
(17) Social work assignment	3.2		
(18) Attendance assignment			
(19) Nurse	4		
(20) Dental Hygienist			
(21) Clerical position	39.5		
Other positions (specify)			
(22) Volunteers			
(23) TARD, TALD	14		
(24) TSA Coordination	8		
(25) Research Evaluation	3.5		
TOTALS	171.4		317

District Code: 0 1 1 7 0

700 In the following table, indicate the number of projects* and the number of non-public school children* participating in Title I ESEA projects:

Schedule	On Public School Grounds		On Non-Public School Grounds	
	Number of Projects	Number of Children	Number of Projects	Number of Children
Regular School Day			4	1546
Before School Day				
After School				
Weekend				
Summer	2	156		

*This is not expected to be an unduplicated count.

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Elementary School Remedial and Corrective Language Arts Project

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K	1211	
1	1236	
2	1140	
3	1203	
4	1054	
5	1059	
6	1014	
7		
8		
9		
10		
11		
12		
Total	7917	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures.

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: Team Teachers 2. 0 8 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 1
3b. 3 2
3c. 4 1

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: Curric Language Skills 4. 0 2 0 1

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. 1 1
5b. 3 2
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. — — — —

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. 1
8b. 1
8c. —

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 0 1
9b. 0 1
9c. — —

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 5 1 8 *

Indicate the form of the test 10b. 5 1 2 **

and the level of the test 10c. 2 1 0 ***

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $ 472,895

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

* Prim I, W; Prim II, W; Prim II X, Int II X, Int II W

** Elem, C; Elem, A

*** 4A; 4B

APPENDIX I-B-2

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Junior High Remedial and Corrective Language Arts Project

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	995	
8	888	
9	840	
10		
11		
12		
Total	2723	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 8 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 1
3b. 1 2
3c. 3 1

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. 0 2 0 1

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. 1 1
5b. 1 2
5c. 3 1

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. — — — —

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. 2
8b. 3
8c. 4

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. — — 01 10
9b. — — 03 14
9c. — — 05 15
07
08
09

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 5 0 2

Indicate the form of the test 10b. W & X

and the level of the test 10c. Junior High

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $266,521

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX I-B-3

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Senior High School Remedial and Corrective Language Arts Project

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date						Ending Date					
0	9	1	2	6	6	0	6	1	6	6	7
M	M	D	D	Y	Y	M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	420	
11	331	
12	329	
Total	1080	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures

District Code: 0 1 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: Add Teach — 2. 0 8 0 6

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 1
3b. 3 2
3c. — —

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: Curric Lang. Skill — 4. 0 2 0 1

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. 1 1
5b. 3 2
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: Aides — 6. 0 8 0 3

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. 4 1
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. 4
8b. 4
8c. N/A

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 0 1
9b. 0 1
9c. N / A

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 2 0 2*

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $69,572

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

* Junior High; X & W

APPENDIX I-B-4

RETURN by August 1, 1967 to:

District Code: 0 1 | 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Elementary Remedial Reading Project

Was this a cooperative project of two or more LEA's?

Yes	No
X *	

*Service to Parochial Schools

Beginning Date						Ending Date					
0	9	1	2	6	6	0	6	1	6	6	7
M	M	D	D	Y	Y	M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2	11	3
3	140	42
4	126	31
5	65	27
6	40	26
7		24
8		15
9		
10		
11		
12		
Total	382	168
Adults		

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 2 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 1
3b. _ _
3c. _ _

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. 4
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 0 1
9b. _ _
9c. _ _

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project:

10a. 5 1 8 *

Indicate the form of the test

10b. 5 1 2 **

and the level of the test

10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating:

12. _____

13. What was the total cost encumbered for your major activity?

13. $120,089

14. What was the total cost encumbered for your secondary activity?

14. $_____

15. What was the total cost encumbered for your tertiary activity?

15. $_____

* Prim I, X & W; Prim II, X & W; Int I, X & W; Int II X & W

** Ele, A, B, & C

Frequency Distributions, Means, and Standard Deviations of Pre and Post Test Results for Metropolitan Readiness Test and Stanford Achievement Tests -- Study Group 78, First Graders, 1966-67

TABLE 1

Metropolitan Readiness Test, form A (10/66)			
Raw Score Intervals	ESEA	ESEA SB-28	SB-28
	F	F	F
84			4
80 - 83	3		4
76 - 79	3	4	3
72 - 75	7	6	5
68 - 71	13	11	13
64 - 67	14	11	17
60 - 63	19	20	14
56 - 59	16	19	11
52 - 55	35	27	17
48 - 51	26	21	25
44 - 47	21	17	18
40 - 43	24	35	14
36 - 39	25	22	8
32 - 35	26	37	10
28 - 31	21	12	9
24 - 27	21	14	1
20 - 23	12	10	2
16 - 19	9	6	1
12 - 15	5	2	1
8 - 11	2	2	2
4 - 7			
0 - 3			
N	304	276	179
Mean	44.6	44.9	52.4
S.D.	15.84	14.79	15.37

TABLE 2

Stanford Achievement Test, Primary I, form W (5/67)						
Raw Score Intervals	Word Reading			Paragraph Meaning		
	ESEA	ESEA SB-28	SB-28	ESEA	ESEA SB-28	SB-28
	F	F	F	F	F	F
38 - 39						
36 - 37				3	1	3
34 - 35	3	2		3	2	1
32 - 33	3	4	4	5	4	1
30 - 31	2	7		6	3	1
28 - 29		7	1	4	2	1
26 - 27	10	13	2	8	13	8
24 - 25	10	21	8	1	18	8
22 - 23	13	13	15	11	14	5
20 - 21	28	30	11	6	17	7
18 - 19	30	32	16	21	19	14
16 - 17	23	29	22	21	19	19
14 - 15	49	31	25	28	20	27
12 - 13	43	27	33	49	27	31
10 - 11	44	26	21	55	34	25
8 - 9	22	17	9	39	36	13
6 - 7	16	10	8	22	26	7
4 - 5	7	5	3	11	13	3
2 - 3	1	2	1	8	5	3
0 - 1				3	3	2
N	304	276	179	304	276	179
Mean	15.1	17.2	15.5	13.7	14.6	15.0
S.D.	5.96	6.63	5.66	7.18	7.48	6.59

TABLE I-C-3

Frequency Distributions, Means and Standard Deviations of Pre Test Results for Kuhlmann-Anderson Mental Test — Study Group 77, Second Graders, 1966-67

TABLE 3

Kuhlmann-Anderson Mental Test, Form B (10/66)				
IQ Score Intervals	ESEA	ESEA SB-28	SB-28	Comparison
	F	F	F	F
144 - 148		1		
140 - 143		2	1	
136 - 139		1		
132 - 135	1	4	3	1
128 - 131	1	5	4	1
124 - 127	2	3	4	1
120 - 123	5	10	6	3
116 - 119	9	5	19	7
112 - 115	13	10	15	11
108 - 111	24	18	18	10
104 - 107	24	25	22	18
100 - 103	35	35	22	22
96 - 99	40	31	28	25
92 - 95	37	41	28	24
88 - 91	41	37	17	29
84 - 87	28	30	12	14
80 - 83	12	16	9	14
76 - 79	13	10	7	3
72 - 75	2	3	3	2
68 - 71		2		
64 - 67	2			
N	289	289	218	185
Mean	97.3	98.3	101.8	97.6
S.D.	11.42	13.66	13.43	11.43

TABLES I-C-4 AND I-C-5

FREQUENCY DISTRIBUTIONS, MEANS AND STANDARD DEVIATIONS OF PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST -- STUDY GROUP 77, SECOND GRADERS, 1966-67

TABLE 4

STANFORD ACHIEVEMENT TEST, WORD MEANING — 5/66--PRIM.1, FORM W; 5/67--PRIM. 11, FORM W

RAW SCORE INTERVALS	ESEA 5/66 F	ESEA 5/67 F	ESEA SB-28 5/66 F	ESEA SB-28 5/67 F	SB-28 5/66 F	SB-28 5/67 F	COMPARISON 5/66 F	COMPARISON 5/67 F
34 - 35	5		1		5			
32 - 33	8		1		3	1		
30 - 31	4	4	4	1	2	2	1	
28 - 29	4	5	5	4	10		3	1
26 - 27	13	3	10	4	11	4	3	1
24 - 25	9	12	15	11	15	9	9	4
22 - 23	16	14	23	11	20	8	11	8
20 - 21	28	17	21	16	15	13	16	6
18 - 19	22	25	30	27	16	15	19	12
16 - 17	34	28	33	23	18	28	21	11
14 - 15	45	51	35	33	21	26	22	8
12 - 13	32	41	44	51	39	31	31	29
10 - 11	32	22	41	42	17	44	35	36
8 - 9	36	31	32	22	20	19	22	29
6 - 7	11	21	13	22	9	14	5	26
4 - 5	1	13	8	27	5	8	3	18
2 - 3	1	11	2	22	1	5		10
0 - 1		3	1	3				2
N	301	301	319	319	227	227	201	201
MEAN	16.4	14.0	15.4	12.6	17.0	13.8	14.9	11.2
S.D.	7.01	6.33	6.23	6.32	7.18	5.78	5.40	5.67

TABLE 5

STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING — 5/66--PRIM. 1, FORM W; 5/67--PRIM. 11, FORM W

RAW SCORE INTERVALS	ESEA 5/66 F	ESEA 5/67 F	ESEA SB-28 5/66 F	ESEA SB-28 5/67 F	SB-28 5/66 F	SB-28 5/67 F	COMPARISON 5/66 F	COMPARISON 5/67 F
54 - 57								
51 - 53		1				1		
48 - 50		1				1		
45 - 47		2		2		1		
42 - 44		5		1		8		1
39 - 41		8		11		7		2
36 - 38	1	8	1	10	3	14		10
33 - 35	9	17	4	15	3	14	1	13
30 - 32	9	20	5	22	4	12	3	15
27 - 29	7	34	11	24	9	20	12	10
24 - 26	13	28	14	17	11	19	6	17
21 - 23	11	26	14	18	18	22	13	13
18 - 20	26	24	23	23	15	21	20	21
15 - 17	34	34	46	37	38	30	18	26
12 - 14	57	29	52	45	36	20	57	29
9 - 11	57	27	65	42	44	21	40	17
6 - 8	46	27	46	27	28	8	19	19
3 - 5	15	8	25	21	12	6	5	6
0 - 2	16	2	13	4	6	2	7	2
N	301	301	319	319	227	227	201	201
MEAN	13.7	21.0	13.3	18.6	14.6	22.4	14.2	19.3
S.D.	7.93	10.19	7.25	10.39	7.62	10.57	6.63	9.60

TABLES I-C-6 and I-C-7

Frequency Distributions, Means and Standard Deviations of Post Test Results for Stanford Achievement Tests -- Study Groups 77, Second Graders, 1966-67

TABLE 6

Stanford Achievement Test, Word Study Skills Prim.II, form W (5/67)				
Raw Score Intervals	ESEA	ESEA SB-28	SB-28	Comparison
	F	F	F	F
60 - 62	1		1	
57 - 59	2		2	1
54 - 56	1	1	3	
51 - 53	4	3	10	
48 - 50	7	5	13	3
45 - 47	13	8	7	4
42 - 44	12	5	11	2
39 - 41	22	19	11	5
36 - 38	28	22	17	8
33 - 35	24	24	9	11
30 - 32	32	34	26	24
27 - 29	22	33	20	34
24 - 26	29	55	33	30
21 - 23	36	35	19	30
18 - 20	27	29	13	23
15 - 17	8	17	12	11
12 - 14	5	10	5	4
9 - 11		3	4	
6 - 8		2		1
3 - 5	1			
0 - 2				
N	274	305	216	191
Mean	30.8	28.1	31.6	26.8
S.D.	9.86	8.97	11.32	7.80

TABLE 7

Stanford Achievement Test, Spelling Prim. II, form W (5/67)				
Raw Score Intervals	ESEA	ESEA SB-28	SB-28	Comparison
	F	F	F	F
30	2	3		1
28 - 29	2	6	5	1
26 - 27	7	4	3	
24 - 25	7	4	1	1
22 - 23	5	10	4	3
20 - 21	11	10	6	2
18 - 19	14	8	11	
16 - 17	12	15	9	4
14 - 15	18	11	11	5
12 - 13	21	28	16	13
10 - 11	27	30	18	19
8 - 9	32	34	27	21
6 - 7	31	38	26	28
4 - 5	29	31	16	34
2 - 3	39	46	32	25
0 - 1	18	17	12	22
N	275	295	197	179
Mean	10.2	9.9	9.9	7.2
S.D.	7.12	7.07	6.84	5.42

FREQUENCY DISTRIBUTIONS, MEANS AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST, -- STUDY GROUP 76, THIRD GRADERS, 1966-67

(TWO SEMESTER ANALYSIS)

TABLE 8

STANFORD ACHIEVEMENT TEST, WORD MEANING	5/66--PRIM.11, FORM W 5/67--PRIM. 11, FORM X							
RAW SCORE INTERVAL	ESEA		ESEA SB-28		SB-28		COMPARISON	
	5/66	5/67	5/66	5/67	5/66	5/67	5/66	5/67
	F	F	F	F	F	F	F	F
36 - 37		2				1		1
34 - 35		3				4		3
32 - 33		5			1	6		5
30 - 31	1	7		1	7	8		1
28 - 29	3	18		7	4	17	1	15
26 - 27	3	23		6	4	29	4	12
24 - 25	12	28	2	12	7	18	3	20
22 - 23	13	28	3	10	7	27	11	29
20 - 21	9	26	3	23	14	20	9	26
18 - 19	21	34	6	8	14	19	17	33
16 - 17	23	29	12	12	19	16	17	28
14 - 15	27	18	19	16	27	21	21	21
12 - 13	39	21	27	15	30	15	34	15
10 - 11	38	16	24	7	26	15	31	14
8 - 9	28	12	21	8	29	7	37	12
6 - 7	29	5	11	5	18	1	28	6
4 - 5	20	1	2	3	13	4	18	2
2 - 3	12	2	3	1	12	0	8	2
0 - 1	0	0	1	0	3	0	3	0
N	278	278	134	134	228	228	242	242
MEAN	12.8	19.7	12.1	17.4	12.9	20.5	11.9	18.7
S.D.	6.16	6.71	4.49	6.35	6.37	6.97	5.79	6.33

TABLE 9

STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING	5/66--PRIM. 11, FORM W 5/67--PRIM. 11, FORM X							
RAW SCORE INTERVAL	ESEA		ESEA SB-28		SB-28		COMPARISON	
	5/66	5/67	5/66	5/67	5/66	5/67	5/66	5/67
	F	F	F	F	F	F	F	F
63 - 65								
60 - 62								
57 - 59		1						1
54 - 56		2				5		3
51 - 53		4		2	1	6		8
48 - 50		15		7	1	9		9
45 - 47	3	18		9	1	22	2	13
42 - 44	5	19	1	5	1	21	1	13
39 - 41	9	29	1	10	3	16	8	18
36 - 38	12	24	2	3	10	18	10	18
33 - 35	19	24	3	9	14	27	12	28
30 - 32	17	33	7	11	15	18	13	29
27 - 29	16	22	10	15	15	25	24	19
24 - 26	15	21	13	16	30	15	18	15
21 - 23	21	23	16	11	16	12	25	21
18 - 20	30	13	17	10	21	14	25	14
15 - 17	29	13	15	17	31	7	27	14
12 - 14	34	10	12	4	27	5	26	9
9 - 11	37	6	8	2	22	2	19	8
6 - 8	16	1	17	1	11	4	19	2
3 - 5	12	0	9	2	7	0	12	0
0 - 2	3	0	3	0	2	2	1	0
N	278	278	134	134	228	228	242	242
MEAN	20.1	32.0	17.9	28.7	20.7	33.2	20.3	31.1
S.D.	10.72	10.71	9.16	11.34	9.72	11.29	9.82	11.37

TABLES I-C-10 and I-C-11

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results
for Stanford Achievement Test, — Study Group 76, Third Graders, 1966-67

(TWO SEMESTER ANALYSIS)

TABLE 10

Stanford Achievement Test, Word Study Skills 5/66--Prim II form W 5/67--Prim II, form X				
Raw Score Intervals	ESEA		ESEA SB-28	
	5/66	5/67	5/66	5/67
	F	F	F	F
63 - 65		2		1
60 - 62		4		1
57 - 59	2	6	1	1
54 - 56	3	14	2	3
51 - 53	3	6	0	5
48 - 50	1	8	2	7
45 - 47	10	27	6	7
42 - 44	7	17	8	4
39 - 41	14	18	10	9
36 - 38	13	26	4	10
33 - 35	22	20	8	11
30 - 32	38	25	19	11
27 - 29	42	25	17	14
24 - 26	35	32	12	10
21 - 23	41	24	21	23
18 - 20	21	13	13	13
15 - 17	17	6	7	4
12 - 14	4	1	6	2
9 - 11	2	2	0	0
6 - 8	0	0	0	0
3 - 5	1	0	0	0
N	276	276	136	136
Mean	28.7	35.3	29.2	32.1
S.D.	9.14	11.62	9.87	11.46

TABLE 11

Stanford Achievement Test, Spelling 5/66-Prim II, form W 5/67-Prim II, form X				
Raw Score Intervals	ESEA		ESEA SB-28	
	5/66	5/67	5/66	5/67
	F	F	F	F
36 - 37				
34 - 35				
32 - 33				
30 - 31	1	6		2
28 - 29	2	20		10
26 - 27	3	13	1	7
24 - 25	5	13	0	7
22 - 23	3	12	1	5
20 - 21	7	15	3	5
18 - 19	1	10	3	4
16 - 17	7	12	5	3
14 - 15	13	13	7	11
12 - 13	12	11	7	11
10 - 11	16	15	12	14
8 - 9	26	19	9	12
6 - 7	32	15	27	13
4 - 5	25	13	14	20
2 - 3	30	4	35	5
0 - 1	9	1	6	1
N	192	192	130	130
Mean	9.1	16.6	7.4	13.7
S.D.	6.63	8.32	5.50	8.37

TABLE I-C-12

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results
for Stanford Achievement Test — Study Group 76, Third Graders, 1966-67

(THREE SEMESTER ANALYSIS)

TABLE 12

Stanford Achievement Test, (2/66--Prim II, form X; 5/66--Prim II, form W; 5/67— Prim II, form X)

	Word Meaning						Paragraph Meaning					
	ESEA			ESEA SB-28			ESEA			ESEA SB-28		
	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67
	F	F	F	F	F	F	F	F	F	F	F	F
60 - 62												
57 - 59									1			
54 - 56									2			
51 - 53									4			2
48 - 50							1		15			7
45 - 47							0	3	18			9
42 - 44							0	5	20		1	5
39 - 41							3	9	28		1	10
36 - 38			2				1	12	24		2	3
33 - 35			3				1	19	24	1	3	9
30 - 32		1	12			1	3	17	32	5	7	11
27 - 29		5	30			12	9	16	22	5	10	15
24 - 26	2	13	38		2	15	8	15	19	9	13	16
21 - 23	5	16	43	1	5	21	23	20	22	4	11	11
18 - 20	12	26	43	6	8	19	29	29	12	7	17	10
15 - 17	20	36	37	7	23	20	32	28	12	27	15	17
12 - 14	49	52	28	16	35	24	49	33	10	20	12	4
9 - 11	48	52	26	23	36	9	42	36	5	21	8	2
6 - 8	51	41	6	36	20	11	35	16	1	17	17	1
3 - 5	54	24	3	33	4	3	20	10	0	12	9	2
0 - 2	30	5	0	15	4	2	15	3	0	6	3	0
N	271	271	271	137	137	137	271	271	271	134	134	134
Mean	8.9	13.9	19.8	7.9	12.0	17.4	13.9	20.3	32.2	13.8	17.9	28.7
S.D.	5.24	7.94	6.71	4.71	4.64	6.53	7.94	10.72	10.68	7.65	9.16	11.34

TABLES I-C-13 and I-C-14

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results
for Stanford Achievement Test, -- Study Group 76, Third Graders, 1966-67
(THREE SEMESTER ANALYSIS)

TABLE 13

2/66 and 5/67=Prim. II, form X
Stanford Achievement Test, Word Study Skills
5/66=Prim. II, form W

Raw Score Interval	ESEA			ESEA SB-28		
	2/66	5/66	5/67	2/66	5/66	5/67
	F	F	F	F	F	F
63 - 65			2			1
60 - 62			4			1
57 - 59		2	6		1	1
54 - 56	1	3	14		2	3
51 - 53	2	3	6		0	5
48 - 50	1	1	8	1	2	7
45 - 47	5	9	26	0	6	7
42 - 44	3	7	17	2	8	4
39 - 41	6	14	18	1	10	9
36 - 38	6	13	25	4	4	10
33 - 35	13	22	19	5	8	10
30 - 32	22	38	25	6	19	11
27 - 29	31	41	24	16	17	14
24 - 26	44	34	31	22	12	10
21 - 23	35	41	24	20	20	22
18 - 20	36	19	13	17	12	12
15 - 17	30	17	6	19	6	4
12 - 14	17	4	1	8	5	1
9 - 11	8	2	2	5	0	0
6 - 8	6	0	0	4	0	0
3 - 5	3	1	0	2	0	0
0 - 2	2	0	0	0	0	0
N	271	271	271	132	132	132
Mean	23.6	28.7	35.3	22.2	29.6	32.4
S.D.	9.15	9.14	11.69	8.08	9.77	11.44

TABLE 14

2/66 and 5/67=Prim II, form X
Stanford Achievement Test, Spelling
5/66=Prim. II, form W

Raw Score Interval	ESEA			ESEA SB-28		
	2/66	5/66	5/67	2/66	5/66	5/67
	F	F	F	F	F	F
30			6			2
28 - 29		1	19			10
26 - 27		3	12		1	7
24 - 25		4	13	1	0	7
22 - 23	1	3	11	0	1	5
20 - 21	2	6	14	0	3	5
18 - 19	2	1	10	2	3	4
16 - 17	6	7	10	0	5	3
14 - 15	3	13	10	6	7	11
12 - 13	8	10	8	5	7	9
10 - 11	6	14	12	7	12	14
8 - 9	16	23	15	7	9	11
6 - 7	16	27	10	9	26	10
4 - 5	47	18	9	27	13	13
2 - 3	36	25	2	36	26	5
0 - 1	19	7	1	16	3	0
N	162	162	162	116	116	116
Mean	6.0	9.3	17.6	5.4	8.0	14.6
S.D.	4.72	6.41	8.22	4.58	5.54	8.36

TABLES I-C-15 and I-C-16

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results
Metropolitan Achievement Test -- Study Group 75, Fourth Graders, 1966-67

TABLE 15

10/66--Elem. C
Metropolitan Achievement Test, Word Knowledge
5/67--Elem. A

Raw Score Intervals	ESEA team 10/66 F	ESEA team 5/67 F	ESEA no team 10/66 F	ESEA no team 5/67 F	ESEA SB-28 10/66 F	ESEA SB-28 5/67 F
48 - 50				1		
45 - 47		4	1	8		5
42 - 44	3	5	2	12		9
39 - 41	3	7	4	7	2	11
36 - 38	1	6	7	17	4	19
33 - 35	2	14	12	15	6	23
30 - 32	8	11	9	18	12	20
27 - 29	9	12	18	18	21	31
24 - 26	12	13	18	20	20	28
21 - 23	13	8	19	29	33	39
18 - 20	14	11	27	27	43	43
15 - 17	12	10	37	28	58	55
12 - 14	17	5	29	17	51	25
9 - 11	12	2	25	10	32	9
6 - 8		1	15	4	21	10
3 - 5	2		6	1	22	2
0 - 2	1		4	1	5	1
N	109	109	233	233	330	330
Mean	20.6	27.6	19.2	25.3	17.0	23.7
S.D.	8.88	9.30	9.30	10.22	7.90	9.39

TABLE 16

10/66--Elem. C
Metropolitan Achievement Test, Reading
5/67--Elem. A

Raw Score Intervals	ESEA team 10/66 F	ESEA team 5/67 F	ESEA no team 10/66 F	ESEA no team 5/67 F	ESEA SB-28 10/66 F	ESEA SB-28 5/67 F
48 - 50						
45 - 47						
42 - 44				1		
39 - 41		1	1	5		
36 - 38	1	3	5	10		7
33 - 35	1	4	5	11	2	12
30 - 32	5	7	6	19	6	20
27 - 29	2	16	8	27	7	22
24 - 26	5	14	7	32	12	27
21 - 23	10	14	14	27	32	53
18 - 20	14	18	26	20	37	51
15 - 17	18	12	47	24	53	56
12 - 14	30	8	42	25	81	43
9 - 11	12	9	33	22	49	33
6 - 8	8	3	20	9	33	4
3 - 5	2		14	1	16	1
0 - 2	1		5		2	1
N	109	109	233	233	330	330
Mean	16.1	21.6	15.5	21.9	14.7	19.8
S.D.	6.73	7.45	7.92	8.57	6.20	7.08

TABLES I-C- 17 and I-C-18

Frequency Distributions, Means and Standard Deviations of Pre Test Results for School and College Abilities Test (SCAT), — Study Group 74, Fifth Graders, 1966-67

TABLE 17

SCAT, Verbal 5A (10/66)

Raw Score Intervals	ESEA team F	ESEA no team F	ESEA SB-28 F	SB-28 F	Comparison F
48 - 50				1	
45 - 47		1	1		
42 - 44	1	3	2	5	1
39 - 41	3	4		10	11
36 - 38	6	9	6	12	12
33 - 35	5	11	8	15	8
30 - 32	6	15	25	27	8
27 - 29	7	26	20	36	19
24 - 26	9	23	41	23	19
21 - 23	19	30	39	44	37
18 - 20	17	42	49	43	31
15 - 17	18	44	52	38	41
12 - 14	12	38	62	23	22
9 - 11	7	18	47	21	26
6 - 8		14	12	9	12
3 - 5		3	3	1	
N	110	281	367	308	247
Mean	22.0	20.6	19.0	22.7	20.8
S.D.	8.07	8.41	7.62	8.73	8.90

TABLE 18

SCAT, Total 5A (10/66)

Raw Score Intervals	ESEA team F	ESEA no team F	ESEA SB-28 F	SB-28 F	Comparison F
80 - 83				4	1
76 - 79	1	1		2	1
72 - 75		2	4	2	1
68 - 71	3	1	2	10	4
64 - 67	1	5	7	12	7
60 - 63	3	5	9	13	12
56 - 59	6	11	9	10	14
52 - 55	6	12	15	20	9
48 - 51	4	17	18	29	9
44 - 47	10	26	26	23	11
40 - 43	11	25	24	34	20
36 - 39	7	32	36	31	22
32 - 35	11	22	38	28	25
28 - 31	19	34	38	23	24
24 - 27	17	37	51	31	45
20 - 23	7	28	49	17	9
16 - 19	3	14	26	12	31
12 - 15	1	5	10	5	
8 - 11		3	1		
4 - 7					
N	110	280	363	306	245
Mean	37.9	36.0	34.5	41.4	37.3
S.D.	13.42	13.26	13.54	15.04	14.93

TABLE I-C-19

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results for Sequential Test of Educational Development (STEP) Reading, -- Study Group 74, Fifth Graders, 1966-67

TABLE 19

STEP Reading Test 10/66 = 4A 5/67 = 4B

Raw Score Intervals	ESEA team		ESEA no team		ESEA SB-28		SB-28		Comparison	
	10/66	5/67	10/66	5/67	10/66	5/67	10/66	5/67	10/66	5/67
	F	F	F	F	F	F	F	F	F	F
63 - 65			1	1		1	4	1		1
60 - 62	3	3	2	4	1	5	3	6	4	1
57 - 59	2	2	3	7	6	17	5	10	5	10
54 - 56	2	5	4	10	8	15	8	18	2	8
51 - 53	1	9	17	17	16	17	17	22	9	14
48 - 50	2	4	8	20	6	15	6	16	8	16
45 - 47	4	7	4	24	11	22	15	26	7	14
42 - 44	7	13	8	17	11	23	15	22	16	20
39 - 41	9	7	8	27	10	23	19	20	11	22
36 - 38	7	5	19	21	14	32	22	24	10	20
33 - 35	7	12	13	19	13	24	16	34	20	22
30 - 32	9	10	26	21	20	32	27	21	21	23
27 - 29	9	7	28	17	23	30	24	32	21	15
24 - 26	10	9	22	24	39	25	25	14	25	14
21 - 23	13	6	32	15	45	25	32	14	28	16
18 - 20	14	6	38	23	46	34	31	18	25	17
15 - 17	5	4	31	11	48	18	23	8	18	9
12 - 14	2	1	9	2	33	6	13	2	17	3
9 - 11	4		7		11	3	3			2
6 - 8			1	1	5					
3 - 5					1					
N	110	110	281	281	367	367	308	308	247	247
Mean	30.9	36.9	28.8	36.1	26.6	34.9	31.7	37.6	30.4	36.0
S.D.	12.27	11.91	12.34	12.20	12.68	12.87	12.96	11.90	12.25	12.17

TABLE I-C-20

Frequency Distributions, Means and Standard Deviations of Pre Test Results for Lorge-Thorndike Intelligence Test, Verbal -- Study Group 73, Sixth Graders, 1966-67

TABLE 20

Lorge-Thorndike IQ Test, Level D, form I			
IQ Score Intervals	ESEA team 10/66 F	ESEA SB-28 10/66 F	ESEA no team 10/66 F
140 - 143			1
136 - 139			
132 - 135			
128 - 131			1
124 - 127			
120 - 123	2	1	3
116 - 119			6
112 - 115		2	3
108 - 111	2	1	7
104 - 107	3	7	12
100 - 103	4	14	6
96 - 99	8	18	22
92 - 95	10	36	18
88 - 91	19	51	32
84 - 87	13	50	33
80 - 83	17	39	22
76 - 79	8	38	24
72 - 75	4	13	12
68 - 71	1	10	6
64 - 67	1	7	5
60 - 63		2	1
N	92	289	214
Mean	88.5	86.3	89.7
S.D.	10.09	9.56	13.18

Frequency Distributions, Means and Standard Deviations of Pre and Post Test Results
for Stanford Achievement Test, -- Study Group 73, Sixth Graders, 1966-67

TABLE 21

10/66=Int. II, form W
Stanford Achievement Test, Word Meaning
5/67=Int. II, form X

Raw Score Intervals	ESEA team		ESEA no team		ESEA SB-28	
	10/66 F	5/67 F	10/66 F	5/67 F	10/66 F	5/67 F
44 - 45				1		1
42 - 43				0		0
40 - 41			1	2	1	1
38 - 39		3	1	3	1	2
36 - 37		1	2	5	0	3
34 - 35		3	1	6	1	3
32 - 33	2	0	2	4	0	6
30 - 31	1	2	0	4	2	9
28 - 29	1	0	6	17	1	9
26 - 27	3	7	2	10	5	13
24 - 25	2	9	5	14	7	12
22 - 23	2	10	9	19	12	22
20 - 21	9	9	20	17	14	36
18 - 19	7	6	19	16	14	22
16 - 17	9	5	24	21	27	24
14 - 15	16	17	26	22	39	31
12 - 13	13	5	31	25	52	32
10 - 11	10	8	24	10	37	31
8 - 9	10	6	20	14	27	15
6 - 7	9	5	17	5	32	13
4 - 5	4	1	9	5	21	7
2 - 3	0	1	4	3	4	5
0 - 1	0	0	0	0	2	2
N	98	98	223	223	299	299
Mean	14.5	18.5	14.8	19.4	13.1	17.4
S.D.	6.26	8.11	6.90	8.49	6.25	7.96

TABLE 22

10/66=Int. II, form W
Stanford Achievement Test, Paragraph Meaning
5/67=Int. II, form X

Raw Score Intervals	ESEA team		ESEA no team		ESEA SB-28	
	10/66 F	5/67 F	10/66 F	5/67 F	10/66 F	5/67 F
54 - 56			1	2		
51 - 53	1		1	6		1
48 - 50	0	1	2	2	1	3
45 - 47	0	2	1	5	0	2
42 - 44	0	2	4	8	0	5
39 - 41	4	2	6	5	2	11
36 - 38	0	5	7	10	7	9
33 - 35	3	3	11	16	6	11
30 - 32	7	6	11	16	14	26
27 - 29	5	10	16	29	17	26
24 - 26	6	15	24	13	28	26
21 - 23	16	13	24	26	33	50
18 - 20	17	14	38	36	56	38
15 - 17	22	10	30	32	59	44
12 - 14	8	7	21	10	45	21
9 - 11	5	6	18	4	18	19
6 - 8	2	2	4	2	10	3
3 - 5	2	0	4	1	3	4
0 - 2	0	0	0	0	0	0
N	98	98	223	223	299	299
Mean	20.8	23.5	22.0	26.1	19.4	22.8
S.D.	8.25	9.22	9.49	10.42	7.24	9.02

TABLE I-C-23

Frequency Distributions, Means, and Standard Deviations of Pre and Post Test Results for California Achievement Test — Grades 7-12, 1966-67

California Achievement Test, Reading Vocabulary, Jr. High Level (2/66 & 5/67 form W; 5/66 & 10/66 form X)																		
Raw Score	Grade 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	10/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67
Intervals	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
76-79																	
72-75																	
68-71	1																
64-67																	
60-63																	
56-59		1				2		6					1				
52-55		2	4	3	11	2	13	5					-	1			
48-51	4	10	1	7	27	1	11	24					2	1		1	
44-47	9	19	5	16	25	9	12	41			2	1	3	5		1	1
40-43	8	46	20	21	52	26	22	46		2	4	6	1	6	3	2	5
36-39	22	59	23	25	57	30	24	47	3	1	5	7	9	8	3	3	8
32-35	39	66	56	42	56	42	41	52	4	4	3	10	8	12	2	4	2
28-31	53	94	53	43	46	35	44	37	5	11	8	6	5	6	7	2	5
24-27	86	80	62	59	53	67	48	33	7	3	4	5	7	4	3	4	2
20-23	90	90	65	67	45	49	51	25	6	5	5	10	6	3	2	2	1
16-19	111	66	62	65	29	43	38	17	4	3	3	4	5	4	5	5	2
12-15	111	41	56	52	23	28	30	7	3	5	-	1	2	1	-	1	-
8-11	56	34	22	24	12	10	10	5	2	-	-	-	1	-	-	1	-
4-7	22	6	4	11	-	-	1	-	-	-	-	1	1	-	1	-	-
0-3	2	-	3	1	-	1	-	-	-	-	-	-	-	-	-	-	-
N	614	614	436	436	436	345	345	345	34	34	34	51	51	51	26	26	26
Mean	21.1	27.1	24.5	24.7	31.8	27.0	28.3	34.8	24.6	25.9	30.6	29.3	29.9	33.5	28.0	28.2	33.3
S.D.	9.19	10.01	9.55	10.58	10.94	9.56	10.88	10.29	7.98	7.71	8.35	8.71	10.71	9.11	9.03	10.41	7.81

TABLE I-C-24

Frequency Distributions, Means, and Standard Deviations of Pre and Post Test Results for California Achievement Test — Grades 7-12, 1966-67

California Achievement Test, Reading Comprehension, Jr. High Level (2/66 & 5/67 form W; 5/66 & 10/66 form X)																		
Raw Score Intervals	Grade 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	10/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
84-87	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
80-83	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
76-79	-	-	-	-	-	1	1	5	-	-	-	-	-	-	-	-	-
72-75	-	2	-	-	5	3	1	4	-	-	-	-	1	-	-	-	-
68-71	1	5	-	4	10	2	4	8	-	-	-	-	1	-	-	-	-
64-67	4	5	1	4	13	2	5	16	-	-	-	-	1	1	-	-	-
60-63	3	10	3	4	21	11	16	17	-	-	-	-	3	3	-	1	-
56-59	8	19	6	8	23	10	9	20	1	1	1	-	2	2	-	1	4
52-55	14	28	12	16	25	12	15	32	-	1	3	2	3	1	2	1	6
48-51	13	39	17	22	37	26	24	26	1	1	2	2	5	8	1	6	1
44-47	25	41	22	35	34	15	35	40	2	1	6	8	6	7	6	6	6
40-43	42	49	28	42	53	37	39	49	4	5	5	11	4	8	6	5	4
36-39	46	56	50	54	47	43	38	34	6	3	6	6	7	8	3	7	6
32-35	76	83	56	50	44	49	39	33	6	8	2	10	5	8	3	7	2
28-31	91	108	66	48	47	38	41	31	5	6	6	7	10	8	2	3	2
24-27	109	97	75	71	41	47	40	11	4	4	2	5	6	2	1	2	1
20-23	98	58	59	46	23	27	21	12	4	6	3	4	4	3	-	2	-
16-19	72	26	27	21	10	20	11	6	3	-	-	1	1	-	-	-	-
12-15	36	14	10	9	3	1	3	-	-	-	-	1	-	-	-	-	-
8-11	7	6	4	2	-	1	-	1	-	-	-	2	-	-	-	-	-
4-7	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
0-3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N	646	646	436	436	436	345	345	345	36	36	36	59	59	59	32	32	32
Mean	29.3	34.4	31.6	34.3	40.9	36.2	38.5	44.2	33.0	34.1	38.3	35.0	39.5	40.2	38.3	39.2	43.8
S.D.	10.88	12.19	10.43	11.51	13.50	12.46	13.12	13.29	9.30	9.44	9.92	10.15	13.17	10.61	8.78	9.55	9.93

TABLE I-C-25

Frequency Distributions, Means, and Standard Deviations of Pre and Post Test Results for California Achievement Test — Grades 7-12, 1966-67

California Achievement Test, Mechanics of English, Jr. High Level (2/66 & 5/67 form W; 5/66 & 10/66 form X)																			
Raw Score Intervals	Grade 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12				
	10/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67		
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f		
92-95	-	-	-	1	2	2	2	6	-	-	-	-	-	-	-	-	-		
88-91	-	5	2	2	6	3	9	7	-	-	-	-	1	1	-	-	-		
84-87	1	6	6	7	20	9	8	18	-	-	-	-	1	5	-	-	1		
80-83	1	22	8	11	39	11	15	25	-	-	3	1	5	2	-	1	3		
76-79	8	30	16	25	43	14	28	25	1	-	1	3	3	4	1	2	3		
72-75	14	34	15	33	39	11	17	27	2	2	5	3	7	9	1	1	2		
68-71	19	40	22	40	37	16	15	25	1	6	7	6	7	9	3	3	5		
64-67	25	46	41	33	39	25	25	22	1	2	4	9	4	11	2	4	6		
60-63	30	39	24	31	46	17	29	19	1	8	5	8	7	5	4	2	3		
56-59	41	56	30	42	30	20	19	27	5	3	2	9	7	6	7	6	2		
52-55	48	51	45	42	39	18	20	20	6	4	4	5	4	3	4	4	3		
48-51	44	41	37	17	40	22	22	20	2	5	5	3	3	2	4	4	1		
44-47	54	54	35	35	32	24	18	11	3	3	1	3	6	3	1	2	2		
40-43	50	52	50	55	20	24	10	5	3	3	1	4	2	2	2	3	1		
36-39	66	48	28	35	20	19	18	8	7	2	-	7	5	4	1	-	1		
32-35	67	36	37	30	18	12	10	4	5	3	3	4	4	-	3	-	-		
28-31	73	39	37	23	9	14	4	5	4	1	1	1	2	3	-	1	-		
24-27	45	19	28	21	5	10	3	2	2	1	2	2	-	-	-	-	-		
20-23	34	17	16	4	4	2	3	1	1	1	-	1	1	-	-	-	-		
16-19	24	10	9	3	2	3	2	-	-	-	-	-	-	-	-	-	1		
12-15	7	11	4	2	1	-	-	-	-	-	-	-	-	-	-	-	-		
8-11	8	3	2	-	1	1	-	-	-	-	-	-	-	-	1	1	-		
N	659	659	492	492	492	277	277	277	44	44	44	69	69	69	34	34	34		
Mean	41.8	51.2	48.1	52.9	60.5	54.2	59.8	65.0	45.5	53.0	58.8	54.8	58.1	63.3	53.9	56.1	63.1		
S.D.	15.49	17.76	17.05	16.68	16.48	17.50	16.79	15.71	14.46	13.60	15.26	14.60	16.02	14.62	13.68	14.32	14.33		

TABLE I-C-26

Frequency Distributions, Means, and Standard Deviations of Pre and Post Test Results for California Achievement Test -- Grades 7-12, 1966-67

California Achievement Test, Spelling, Jr. High Level (2/66 & 5/67 form W; 5/66 & 10/66 form X)																		
Raw Score Intervals	Grade 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	10/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67	2/66	5/66	5/67
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
30													1	1			
28-29	1	2	6	1	15	1	6	10					2	3		1	2
26-27	10	20	20	14	27	17	18	28		1			3	3		2	4
24-25	12	30	23	29	38	27	24	27		-	1	2	9	6	6	7	5
22-23	31	29	31	30	37	24	36	36		-	2	3	8	10	-	4	6
20-21	43	44	34	39	47	27	29	32	3	3	3	4	4	5	2	2	1
18-19	44	54	35	50	38	43	42	33	7	4	4	4	10	5	6	1	4
16-17	66	71	51	50	47	31	33	33	1	4	6	8	11	14	7	3	2
14-15	90	71	52	58	48	26	28	14	5	5	6	6	11	4	2	4	3
12-13	78	76	63	57	46	30	21	20	6	8	8	8	5	8	2	3	3
10-11	62	56	56	58	53	23	16	15	8	4	4	6	2	4	3	5	2
8-9	69	59	50	41	34	8	14	18	6	9	2	6	2	3	3	-	2
6-7	41	40	38	32	33	16	6	7	3	3	2	6	6	2	-	3	1
4-5	40	37	20	21	17	5	4	7	2	1	2		2		1		
2-3	15	14	6	4	3	2	3	-	-	-	-		-				
0-1	3	2	-	1	2	-	-	-	1	-	-						
N	605	605	485	485	485	280	280	280	42	42	42	68	68	68	35	35	35
Mean	13.3	14.2	14.5	14.8	16.1	16.9	17.8	18.4	12.4	13.0	13.5	15.4	17.2	16.1	15.5	15.7	17.2
S.D.	5.71	6.14	6.19	5.90	6.59	5.83	5.73	6.17	4.86	4.69	4.90	6.26	5.51	5.94	6.03	6.54	6.25

TABLE 27

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 2 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Meaning Raw Scores for Grade 2 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	26016.11	1046	
Residual Within Groups (error)	25527.42	1043	24.48
Adjusted Means	488.69	3	162.90

F= 6.66 P < .01

Analysis of Covariance for Word Meaning Raw Scores for The Lower 25% for the Grade 2 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	5109.08	255	
Residual Within Groups (error)	4900.12	252	19.44
Adjusted Means	208.96	3	69.65

F = 3.58 P < .05

Analysis of Covariance for Word Meaning Raw Scores for the Upper 25% for Grade 2 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	7410.57	266	
Residual Within Groups (error)	7336.46	263	27.90
Adjusted Means	74.11	3	24.70

F= .89 P > .05

Adjustment of Grade 2 Word Meaning Raw Score Means for Grade 2 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	13.97	13.71
ESEA SB 28	12.65	12.94
SB 28	13.80	13.23
Comparison	11.16	11.72

Adjustment of Grade 2 Word Meaning Raw Score Means for the Lower 25% of the Grade 2 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	9.63	9.49
ESEA SB 28	9.99	10.17
SB 28	9.42	9.43
Comparison	7.58	7.53

Adjustment of Grade 2 Word Meaning Raw Score Means for the Upper 25% of the Grade 2 Study Group, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	19.61	18.75
ESEA SB 28	17.08	17.59
SB 28	18.95	17.95
Comparison	15.70	17.24

Analysis of Covariance for Paragraph Meaning Raw Scores — for Grade 2 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	66980.36	1046	
Residual Within Groups (error)	65540.34	1043	62.84
Adjusted Means	1440.02	3	480.01

F= 7.64 P < .01

Analysis of Covariance for Paragraph Meaning Raw Score Lower 25%, Grade 2 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	13295.48	277	
Residual Within Groups (error)	12617.96	274	46.05
Adjusted Means	677.52	3	225.84

F= 4.90 P < .01

Analysis of Covariance for Paragraph Meaning Raw Scores for the Upper 25% of the Grade 2 Study Group, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	19600.87	272	
Residual Within Group (error)	18686.00	269	69.46
Adjusted Means	914.86	3	304.95

F = 4.4 P < .01

Adjustment of Grade 2 Paragraph Meaning Raw Score Means for the Grade 2 Study Groups, 5/66-5/67

Group	Observed Means	Adjusted Means
ESEA	20.98	21.10
ESEA SB 28	18.62	19.17
SB 28	22.42	21.76
Comparison	19.26	18.96

Adjustment of Grade 2 Paragraph Meaning Raw Score Means for the Lower 25% of the Grade 2 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	15.99	16.46
ESEA SB 28	12.10	12.47
SB 28	14.48	14.22
Comparison	14.25	13.33

Adjustment of Grade 2 Paragraph Meaning Raw Score for the Upper 25% for Grade 2 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	30.25	29.3
ESEA SB 28	29.07	29.05
SB 28	33.67	33.23
Comparison	27.14	28.23

TABLE 28

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 2 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR WORD STUDY SKILLS RAW SCORES FOR GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	59567.86	984	
RESIDUAL WITHIN GROUPS (ERROR)	57585.55	981	58.70
ADJUSTED MEANS	1982.31	3	660.77

F= 11.26 P <.01

ADJUSTMENT OF GRADE 2 WORD STUDY SKILLS RAW SCORE MEANS FOR GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	30.85	30.61
ESEA SB 28	28.13	28.67
SB 28	31.59	30.83
COMPARISON	26.77	27.12

ANALYSIS OF COVARIANCE FOR SPELLING SKILLS RAW SCORES FOR GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	25831.16	944	
RESIDUAL WITHIN GROUP (ERROR)	24825.14	941	26.38
ADJUSTED MEANS	1006.02	3	335.34

F= 12.71 P <.01

ADJUSTMENT OF GRADE 2 SPELLING SKILLS RAW SCORE MEANS FOR GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	10.16	9.99
ESEA SB 28	9.87	10.29
SB 28	9.88	9.22
COMPARISON	7.16	7.46

ANALYSIS OF COVARIANCE FOR WORD STUDY SKILLS RAW SCORE FOR THE LOWER 25% OF GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	4146.54	135	
RESIDUAL WITHIN GROUPS (ERROR)	4113.07	132	31.16
ADJUSTED MEANS	33.47	3	11.16

F= .36 P >.05

ADJUSTMENT OF GRADE 2 WORD STUDY SKILLS RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	22.65	22.66
ESEA SB 28	22.26	22.34
SB 28	22.40	22.36
COMPARISON	21.30	21.23

ANALYSIS OF COVARIANCE FOR SPELLING SKILLS RAW SCORES — FOR THE LOWER 25% OF GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	1690.08	112	
RESIDUAL WITHIN GROUPS (ERROR)	1624.15	109	14.90
ADJUSTED MEANS	65.93	3	21.98

F= 1.48 P >.05

ADJUSTMENT OF GRADE 2 SPELLING SKILLS RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	5.34	5.34
ESEA SB 28	5.71	5.70
SB 28	4.58	4.58
COMPARISON	3.52	3.53

ANALYSIS OF COVARIANCE FOR WORD STUDY SKILLS RAW SCORES FOR THE UPPER 25% OF GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	14550.15	176	
RESIDUAL WITHIN GROUPS (ERROR)	12810.12	173	74.05
ADJUSTED MEANS	1740.02	3	580.01

F= 7.83 P <.01

ADJUSTMENT OF GRADE 2 WORD STUDY SKILLS RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	40.10	38.84
ESEA SB 28	37.26	37.73
SB 28	44.04	43.63
COMPARISON	32.95	34.44

ANALYSIS OF COVARIANCE FOR SPELLING SKILLS RAW SCORES FOR THE UPPER 25% OF THE GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQ	DF	MEAN SQ
TREATMENT+ERROR	7342.25	176	
RESIDUAL WITHIN GROUPS (ERROR)	6705.76	173	38.76
ADJUSTED MEANS	636.50	3	212.17

F= 5.47 P <.05

ADJUSTMENT OF GRADE 2 SPELLING SKILLS RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 2 STUDY GROUPS, 5/66-5/67, USING WORD MEANING AND PARAGRAPH MEANING AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	17.38	16.02
ESEA SB 28	19.15	19.63
SB 28	17.93	17.51
COMPARISON	12.82	14.45

TABLE 29

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Meaning Raw Scores for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	29091.96	880	
Residual Within Groups (error)	28476.27	877	32.47
Adjusted Means	615.69	3	205.23

F= 6.32 P <.01

Analysis of Covariance for Word Meaning Raw Scores for the Lower 25% for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	8278.81	225	
Residual Within Groups (error)	8098.61	222	36.48
Adjusted Means	180.20	3	60.07

F= 1.65 P >.05

Analysis of Covariance for Word Meaning Raw Scores for the Upper 25% for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	6805.31	232	
Residual Within Groups (error)	6510.02	229	28.43
Adjusted Means	295.29	3	98.43

F= 3.46 P <.05

Adjustment of Grade 3 Word Meaning Raw Score Means for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	19.69	19.49
ESEA SB 28	17.40	17.63
SB 28	20.49	20.26
Comparison	18.65	18.97

Adjustment of Grade 3 Word Meaning Raw Score Means for the Lower 25% for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	16.00	15.99
ESEA SB 28	14.03	13.55
SB 28	15.53	15.64
Comparison	14.33	14.54

Adjustment of Grade 3 Word Meaning Raw Score Means for the Upper 25% for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	22.78	22.26
ESEA SB 28	21.82	23.44
SB 28	25.57	24.97
Comparison	24.34	24.55

Analysis of Covariance for Paragraph Meaning Raw Scores for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	69119.63	880	
Residual Within Groups (error)	68390.88	877	77.98
Adjusted Means	728.75	3	242.92

F= 3.12 P <.05

Analysis of Covariance for Paragraph Meaning Raw Scores for the Lower 25% of Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	15500.05	214	
Residual Within Groups (error)	14689.94	211	69.62
Adjusted Means	810.11	3	270.04

F= 3.88 P <.01

Analysis of Covariance for Paragraph Meaning Raw Scores for the Upper 25% of the Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	13276.92	227	
Residual Within Groups (error)	12984.03	224	57.96
Adjusted Means	292.89	3	97.63

F= 1.68 P>.05

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	32.02	31.92
ESEA SB 28	28.71	30.09
SB 28	33.17	32.70
Comparison	31.10	30.89

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Lower 25% of Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	26.19	26.24
ESEA SB 28	22.55	23.03
SB 28	22.57	22.30
Comparison	21.64	21.58

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Upper 25% of Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	40.83	39.48
ESEA SB 28	38.58	40.71
SB 28	42.14	42.00
Comparison	41.59	42.09

TABLE 30

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Meaning Raw Scores for Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq.
Treatment+Error	9562.66	406	
Residual Within Groups (error)	9552.65	405	23.59
Adjusted Means	10.01	1	10.01

F= .424 P > .05

Adjustment of Grade 3 Word Meaning Raw Score Means for Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	12.94	12.74
ESEA SB 28	12.00	12.40

Analysis of Covariance for Word Meaning Raw Scores For the Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq.
Treatment+Error	14802.00	406	
Residual Within Groups (error)	14475.87	405	35.74
Adjusted Means	326.13	1	326.13

F= 9.12 P < .01

Adjustment of Grade 3 Word Meaning Raw Score Means for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	19.76	19.59
ESEA SB 28	17.37	17.69

Analysis of Covariance for Word Meaning Raw Scores For the Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	14803.96	406	
Residual Within Groups (error)	14516.76	405	35.84
Adjusted Means	287.20	1	287.20

F= 8.01 P < .01

Adjustment of Grade 3 Word Meaning Raw Score Means for Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	19.76	19.56
ESEA SB 28	17.37	17.77

Analysis of Covariance for Paragraph Meaning Raw Scores For Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	28264.13	403	
Residual Within Groups (error)	27787.85	402	69.12
Adjusted Means	476.28	1	476.28

F= 6.89 P < .01

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Grade 3 Study Groups, 2/66-5/66

Group	Observed Means	Adjusted Means
ESEA	20.34	20.31
ESEA SB 28	17.95	18.00

Analysis of Covariance for Paragraph Meaning Raw Scores for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq.
Treatment+Error	34002.18	403	
Residual Within Groups (error)	33567.63	402	83.50
Adjusted Means	434.55	1	434.55

F= 5.20 P < .05

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Grade 3 Study Groups, 5/66-5/67

Group	Observed Means	Adjusted Means
ESEA	32.31	31.85
ESEA SB 28	28.71	29.64

Analysis of Covariance for Paragraph Meaning Raw Scores for Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	35091.03	403	
Residual within Groups (error)	33978.20	402	84.52
Adjusted Means	1112.83	1	1112.83

F= 13.17 P < .01

Adjustment of Grade 3 Paragraph Meaning Raw Score Means for the Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	32.31	32.29
ESEA SB 28	28.71	28.76

TABLE 31

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Study Skills Raw Scores for Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	21770.42	401	
Residual Within Groups (Error)	21488.54	400	53.72
Adjusted Means	281.88	1	281.88

F= 5.25 P<.05

Analysis of Covariance for Word Study Skills Raw Scores for Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	43639.72	401	
Residual Within Groups (Error)	43271.86	400	108.18
Adjusted Means	367.86	1	367.86

F= 3.40 P>.05

Analysis of Covariance for Word Study Skills Raw Scores for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	32985.75	401	
Residual Within Groups (Error)	31868.85	400	79.67
Adjusted Means	1116.90	1	1116.90

F= 14.02 P<.01

Adjustment of Grade 3 Word Study Skills Raw Score Means for Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	28.73	28.42
ESEA SB 28	29.59	30.21

Adjustment of Grade 3 Word Study Skills Raw Score Means for Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	35.29	35.02
ESEA SB 28	32.42	32.98

Adjustment of Grade 3 Word Study Skills Raw Score Means for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	35.29	35.51
ESEA SB 28	32.42	31.96

Analysis of Covariance for Spelling Skills Raw Scores for Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	3540.48	276	
Residual Within Groups (Error)	3514.61	275	12.78
Adjusted Means	25.87	1	25.87

F= 2.02 P>.05

Analysis of Covariance for Spelling Skills Raw Scores for Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	12372.64	276	
Residual Within Groups (Error)	11982.05	275	43.57
Adjusted Means	390.59	1	390.59

F= 8.96 P<.01

Analysis of Covariance for Spelling Skills Raw Scores for Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	10254.62	276	
Residual Within Groups (Error)	10016.86	275	36.42
Adjusted Means	237.76	1	237.76

F= 6.53 P<.05

Adjustment of Grade 3 Spelling Skills Raw Score Means for Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	9.28	9.01
ESEA SB 28	8.00	8.39

Adjustment of Grade 3 Spelling Skills Raw Score Means for Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	17.65	17.37
ESEA SB 28	14.56	14.96

Adjustment of Grade 3 Spelling Skills Raw Score Means for Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	17.65	17.15
ESEA SB 28	14.56	15.26

TABLE 32

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	2459.76	94	
RESIDUAL WITHIN GROUPS (ERROR)	2439.76	93	26.23
ADJUSTED MEANS	20.00	1	20.00

F= .76 P >.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	9.83	9.92
ESEA SB 28	9.11	8.97

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES — FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	5081.85	101	
RESIDUAL WITHIN GROUPS (ERROR)	5081.83	100	50.82
ADJUSTED MEANS	.02	1	.02

F= .00 P >.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	13.34	13.28
ESEA SB 28	13.12	13.25

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE LOWER 25% OF GRADE 3 STUDY GROUPS, 2/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	3571.94	94	
RESIDUAL WITHIN GROUPS (ERROR)	3515.44	93	37.80
ADJUSTED MEANS	56.50	1	56.50

F= 1.50 P >.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	16.17	16.32
ESEA SB 28	14.95	14.73

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES — FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	9318.69	101	
RESIDUAL WITHIN GROUPS (ERROR)	8991.64	100	89.92
ADJUSTED MEANS	327.05	1	327.05

F= 3.64 P >.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	27.56	27.50
ESEA SB 28	23.55	23.67

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE LOWER 25% OF GRADE 3 STUDY GROUPS, 5/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	4425.50	108	
RESIDUAL WITHIN GROUPS (ERROR)	4246.75	107	39.69
ADJUSTED MEANS	178.75	1	178.75

F= 4.50 P <.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	16.03	16.27
ESEA SB 28	13.95	13.53

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES — FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

SOURCE	SUM OF SQ	DF	MEAN SQ
TREATMENT+ERROR	7275.78	96	
RESIDUAL WITHIN GROUPS (ERROR)	6943.91	95	73.09
ADJUSTED MEANS	331.87	1	331.87

F= 4.54 P <.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE LOWER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	26.40	26.48
ESEA SB 28	22.55	22.39

TABLE 33

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Study Skills Raw Scores for the Lower 25% of the Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	4351.10	95	
Residual Within Groups (error)	4328.05	94	46.04
Adjusted Means F= .50 P>.05	23.05	1	23.05

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Lower 25% of the Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	23.30	23.29
ESEA SB 28	22.23	22.25

Analysis of Covariance for Word Study Skills Raw Scores for the Lower 25% of the Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	9385.27	95	
Residual Within Groups (error)	8823.39	94	93.87
Adjusted Means F= 5.99 P<.05	561.88	1	561.88

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Lower 25% of the Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	31.35	31.39
ESEA SB 28	26.32	26.22

Analysis of Covariance for Word Study Skills Raw Scores — for the Lower 25% of the Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	7774.44	108	
Residual Within Groups (error)	7329.29	107	68.50
Adjusted Means F= 6.50 P<.05	445.15	1	445.15

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Lower 25% of the Grade 3 Study Groups, 5/66-5/67

Groups	Observed	Adjusted Means
ESEA	29.39	29.40
ESEA SB 28	25.14	25.12

Analysis of Covariance for Spelling Skills Raw Scores for the Lower 25% of the Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	381.10	73	
Residual Within Groups (error)	376.96	72	5.24
Adjusted Means F= .79 P>.05	4.14	1	4.14

Adjustment of Grade 3 Spelling Skills Raw Scores for the Lower 25% of the Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	4.26	4.27
ESEA SB 28	3.81	3.80

Analysis of Covariance for Spelling Skills Raw Scores for the Lower 25% of the Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	3569.14	73	
Residual Within Groups (error)	3499.90	72	48.61
Adjusted Means F= 1.43 P>.05	69.24	1	69.24

Adjustment of Grade 3 Spelling Skills Raw Scores — for the Lower 25% of the Grade 3 Study Groups, 2/66-5/67

Groups	Obsebved Means	Adjusted Means
ESEA	11.72	11.72
ESEA SB 28	9.81	9.80

Analysis of Covariance for Spelling Skills Raw Scores — for the Lower 25% of the Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	2650.62	68	
Residual Within Groups (error)	2476.04	67	36.96
Adjusted Means F= 4.72 P<.05	174.58	1	174.58

Adjustment of Grade 3 Spelling Skills Raw Scores — or the Lower 25% of the Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	11.27	11.08
ESEA SB 28	7.55	7.82

TABLE 34

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	1736.43	95	
RESIDUAL WITHIN GROUPS (ERROR)	1736.42	94	18.47
ADJUSTED MEANS	.01	1	.01

F= .001 P>.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	17.62	17.00
ESEA SB 28	15.88	17.03

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/66

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	6625.49	99	
RESIDUAL WITHIN GROUPS (ERROR)	6357.30	98	64.87
ADJUSTED MEANS	268.19	1	268.19

F= 4.13 P<.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 3 STUDY GROUPS, 2/66-5/66

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	28.46	28.61
ESEA SB 28	25.42	25.07

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	3372.35	95	
RESIDUAL WITHIN GROUPS (ERROR)	3323.07	94	35.35
ADJUSTED MEANS	49.28	1	49.28

F= 1.39 P>.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	24.02	23.52
ESEA SB 28	21.06	21.98

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 2/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	6586.50	99	
RESIDUAL WITHIN GROUPS (ERROR)	6578.20	98	67.12
ADJUSTED MEANS	8.30	1	8.30

F= 1.24 P>.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 3 STUDY GROUPS, 2/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	40.14	40.27
ESEA SB 28	39.94	39.65

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	4016.86	108	
RESIDUAL WITHIN GROUPS (ERROR)	4003.78	107	37.42
ADJUSTED MEANS	13.08	1	13.08

F= .35 P>.05

ADJUSTMENT OF GRADE 3 WORD MEANING RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	22.94	22.34
ESEA SB 28	22.00	23.15

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 3 STUDY GROUPS, 5/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	6961.66	98	
RESIDUAL WITHIN GROUPS (ERROR)	6927.58	97	71.42
ADJUSTED MEANS	34.08	1	34.08

F= .48 P>.05

ADJUSTMENT OF GRADE 3 PARAGRAPH MEANING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 3 STUDY GROUPS, 5/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA	40.83	39.69
ESEA SB 28	38.58	41.11

TABLE 35

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 3 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Study Skills Raw Scores for the Upper 25% of the Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	6829.12	96	
Residual Within Groups (error)	6596.93	95	69.44
Adjusted Means	232.19	1	232.19

F= 3.34 P >.05

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Upper 25% of Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	37.18	36.36
ESEA SB 28	37.97	39.71

Analysis of Covariance for Word Study Skills Raw Scores for the Upper 25% of the Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	10991.56	96	
Residual Within Groups (error)	10904.77	95	114.79
Adjusted Means	86.79	1	86.79

F= .76 P >.05

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Upper 25% of the Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	42.52	41.69
ESEA SB 28	42.03	43.74

Analysis of Covariance for Word Study Skills Raw Scores for the Upper 25% of the Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	7874.16	99	
Residual Within Groups (error)	7709.61	98	78.67
Adjusted Means	164.55	1	164.55

F= 2.09 P >.05

Adjustment of Grade 3 Word Study Skills Raw Score Means for the Upper 25% of the Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	45.19	45.97
ESEA SB 28	44.82	43.21

Analysis of Covariance for Spelling Skills Raw Scores for the Upper 25% of Grade 3 Study Groups, 2/66-5/66

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	1397.66	70	
Residual Within Groups (error)	1373.63	69	19.91
Adjusted Means	24.03	1	24.03

F= 1.21 P >.05

Adjustment of Grade 3 Spelling Skills Raw Score Means for the Upper 25% of the Grade 3 Study Groups, 2/66-5/66

Groups	Observed Means	Adjusted Means
ESEA	16.23	16.14
ESEA SB 28	14.82	14.96

Analysis of Covariance for Spelling Skills Raw Scores for the Upper 25% of Grade 3 Study Groups, 2/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	2455.52	70	
Residual Within Groups (error)	2454.50	69	35.57
Adjusted Means	1.02	1	1.02

F= .03 P >.05

Adjustment of Grade 3 Spelling Skills Raw Score Means for the Upper 25% of the Grade 3 Study Groups, 2/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	24.34	24.29
ESEA SB 28	23.96	24.05

Analysis of Covariance for Spelling Skills Raw Scores for the Upper 25% of Grade 3 Study Groups, 5/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	1308.00	68	
Residual Within Groups (error)	1304.29	67	19.47
Adjusted Means	3.71	1	3.71

F= .19 P >.05

Adjustment of Grade 3 Spelling Skills Raw Score Means for the Upper 25% of the Grade 3 Study Groups, 5/66-5/67

Groups	Observed Means	Adjusted Means
ESEA	25.44	25.27
ESEA SB 28	25.48	25.75

TABLE 36

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 4 POST-TEST METROPOLITAN RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR WORD KNOWLEDGE RAW SCORES FOR GRADE 4 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	23719.2886	670	
RESIDUAL WITHIN GROUPS (ERROR)	23635.0151	668	35.3818
ADJUSTED MEANS	84.2734	2	42.1367

F= 1.191 P>.05

ADJUSTMENT OF GRADE 4 WORD KNOWLEDGE RAW SCORE MEANS FOR GRADE 4 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	27.5688	25.5691
ESEA WITHOUT TEAM	25.2833	24.5032
ESEA SB 28	23.6545	24.8659

ANALYSIS OF COVARIANCE FOR WORD KNOWLEDGE RAW SCORES FOR THE LOWER 25% OF THE GRADE 4 STUDY GROUPS, (10/66-5/67)

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	5106.39	155	
RESIDUAL WITHIN GROUPS (ERROR)	5094.99	154	33.08
ADJUSTED MEANS	11.40	1	11.40

F= .35 P>.05

ADJUSTMENT OF GRADE 4 WORD KNOWLEDGE RAW SCORE MEANS FORTHE LOWER 25% OF GRADE 4 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	16.81	16.63
ESEA SB 28	15.96	16.08

ANALYSIS OF COVARIANCE FOR WORD KNOWLEDGE RAW SCORES FOR THE UPPER 25% OF THE GRADE 4 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	2207.83	102	
RESIDUAL WITHIN GROUPS (ERROR)	2166.22	101	21.45
ADJUSTED MEANS	41.60	1	41.60

F= 1.94 P>.05

ADJUSTMENT OF GRADE 4 WORD KNOWLEDGE RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 4 STUDY GROUPS, 10/66-5/6

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	38.11	37.10
E SEA SB 28	37.37	38.42

ANALYSIS OF COVARIANCE FOR READING RAW SCORES FOR THE GRADE 4 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQ	DF	MEAN SQ
TREATMENT+ERROR	25005.5059	670	
RESIDUAL WITHIN GROUPS (ERROR)	24648.1096	668	36.8984
ADJUSTED MEANS	357.3962	2	178.6981

F= 4.843 P<.01

ADJUSTMENT OF GRADE 4 READING RAW SCORE MEANS FOR GRADE 4 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	21.5963	20.9894
ESEA WITHOUT TEAM	21.9270	21.7374
ESEA SB 28	19.7909	20.1253

ANALYSIS OF COVARIANCE FOR READING RAW SCORES FOR THE LOWER 25% OF THE GRADE 4 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	7852.90	166	
RESIDUAL WITHIN GROUPS (ERROR)	7673.26	165	46.50
ADJUSTED MEANS	179.64	1	179.64

F= 3.86 P>.05

ADJUSTMENT OF GRADE 4 READING RAW SCORE MEANS FOR THE LOWER 25% OFTHE GRADE 4 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	17.24	23.93
ESEA SB 28	25.80	18.94

ANALYSIS OF COVARIANCE FOR READING RAW SCORES FOR THE UPPER 25% OF GRADE 4 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ ERROR	5777.84	131	
RESIDUAL WITHIN GROUPS (ERROR)	5749.60	130	44.23
ADJUSTED MEANS	28.24	1	28.24

F= .64 P>.05

ADJUSTMENT OF GRADE 4 READING RAW SCORE MEANS FOR THE UPPER 25% OFTHE GRADE 4 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAMS	29.92	28.00
ESEA SB 28	25.80	26.95

TABLE 37

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 5 POST-TEST STEP RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING STEP READING RAW SCORES AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	79004.84	1311	
RESIDUAL WITHIN GROUPS (ERROR)	78458.10	1307	60.03
ADJUSTED MEANS	546.74	4	136.68

F= 2.28 P>.05

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE GRADE 5 STEP STUDY GROUPS, 10/66-5/67, USING STEP READING RAW SCORES AS THE PRE-TREATMENT CONTROL

GROUP	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	36.86	35.72
ESEA WITHOUT TEAM	36.13	36.55
ESEA SB 28	34.86	36.95
SB 28	37.64	35.83
COMPARISON	36.00	35.19

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING SCAT VERBAL I Q SCORES AS THE PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	90761.72	1311	
RESIDUAL WITHIN GROUPS (ERROR)	90462.92	1307	69.21
ADJUSTED MEANS	298.79	4	74.70

F= 1.08 P>.05

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING SCAT VERBAL I Q SCORES AS THE PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	36.86	35.62
ESEA WITHOUT TEAM	36.13	36.39
ESEA SB 28	34.86	36.78
SB 28	37.64	35.55
COMPARISON	36.00	36.02

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE LOWER 25% FOR THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING SCAT VERBAL I Q SCORES AS THE PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	20520.1711	283	
RESIDUAL WITHIN GROUPS (ERROR)	20290.4211	280	72.4658
ADJUSTED MEANS	229.7500	3	76.5833

F= 1.057 P>.25

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE LOWER 25% OF GRADE 5 STUDY GROUPS, 10/66-5/67, USING SCAT VERBAL IQ SCORES AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	24.5753	24.3872
ESEA SB 28	24.7037	25.4203
SB 28	27.7746	26.8876
COMPARISON	24.8167	25.1277

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE LOWER 25% OF THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING STEP READING AS THE PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	19470.8977	309	
RESIDUAL WITHIN GROUPS (ERROR)	19076.7842	306	62.3424
ADJUSTED MEANS	394.1135	3	131.3712

F= 2.107 P>.05

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE LOWER 25% OF GRADE 5 STUDY GROUPS, USING STEP READING RAW SCORES AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	25.1370	25.1005
ESEA SB 28	25.0918	26.1073
SB 28	27.1625	26.3704
COMPARISON	23.8333	23.2751

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE UPPER 25% OF THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING SCAT VERBAL IQ SCORES AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	18865.5029	298	
RESIDUAL WITHIN GROUPS (ERROR)	18581.9712	295	62.9897
ADJUSTED MEANS	283.5317	3	94.5106

F= 1.500 P>.05

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 5 STUDY GROUPS, 10/66-5/67 USING SCAT VERBAL IQ AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	49.3188	49.2290
ESEA SB 28	47.4070	49.6067
SB 28	48.6941	47.2914
COMPARISON	48.6667	47.6042

ANALYSIS OF COVARIANCE FOR STEP READING RAW SCORES FOR THE UPPER 25% OF THE GRADE 5 STUDY GROUPS, 10/66-5/67, USING STEP READING RAW SCORES AS PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	11986.3380	298	
RESIDUAL WITHIN GROUPS (ERROR)	11703.4609	301	39.2734
ADJUSTED MEANS	282.8771	3	94.2924

F= 2.401 P>.05

ADJUSTMENT OF GRADE 5 STEP READING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 5 STUDY GROUPS, USING STEP READING RAW SCORES AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITHOUT TEAM	48.5676	49.3106
ESEA SB 28	49.9222	50.9060
SB 28	50.0000	48.4300
COMPARISON	50.7258	50.3606

TABLE 38

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 6 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

Analysis of Covariance for Word Meaning Raw Scores for Grade 6 Study Groups, 10/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	21824.84	618	
Residual within groups (error)	21785.96	616	35.37
Adjusted Means	38.88	2	19.44

F= .55 P>.05

Adjustment of Grade 6 Word Meaning Raw Score Means for Grade 6 Study Groups, 10/66-5/67

Groups	Observed Means	Adjusted Means
ESEA with team	18.47	18.00
ESEA without Team	19.42	18.64
ESEA SB 28	17.43	18.17

Analysis of Covariance for Paragraph Meaning Raw Scores for Grade 6 Study Groups, 10/66-5/67

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	28734.56	618	
Residual within groups (error)	28501.04	616	46.27
Adjusted Means	233.52	2	116.76

F= 2.52 P>.05

Adjustment of Grade 6 Paragraph Meaning Raw Score Means for Grade 6 Study Groups, 10/66-5/67

Groups	Observed Means	Adjusted Means
ESEA with team	23.51	23.27
ESEA without team	26.08	24.88
ESEA SB 28	22.79	23.76

Analysis of Covariance for Paragraph Meaning Raw Scores for Grade 6 Study Groups, 10/66-5/67, Using Lorge Verbal IQ Scores as Pre-Treatment Control

Source	Sum of Sqs	df	Mean Sq
Treatment+Error	49520.24	618	
Residual within groups (error)	48491.90	616	78.72
Adjusted Means	1028.35	2	514.17

F= 6.53 P<.01

Adjustment of Grade 6 Paragraph Meaning Raw Scores for Grade 6 Study Groups, 10/66-5/67, using Lorge Verbal IQ Scores as Pre-Treatment Control

Groups	Observed Means	Adjusted Means
ESEA without team	23.51	23.74
ESEA without team	26.08	25.77
ESEA SB 28	22.79	22.94

TABLE 39

SUMMARY OF ANALYSES OF COVARIANCE FOR GRADE 6 POST-TEST STANFORD RAW SCORES FOR VARIOUS STUDY GROUPS

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE LOWER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67, USING LORGE VERBAL IQ SCORES AS THE PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	5341.5483	139	
RESIDUAL WITHIN GROUPS (ERROR)	5215.0022	138	37.7899
ADJUSTED MEANS	126.5461	1	126.5461

F= 3.349 P>.05

ADJUSTMENT OF GRADE 6 PARAGRAPH MEANING RAW SCORE MEANS FOR GRADE 6 STUDY GROUPS, 10/66-5/67, USING LORGE VERBAL IQ SCORES AS THE PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	18.5410	18.4613
ESEA WITHOUT TEAM	16.4875	16.5483

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE LOWER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67,

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	3720.2527	121	
RESIDUAL WITHIN GROUPS (ERROR)	3670.1149	120	30.5843
ADJUSTED MEANS	50.1378	1	50.1378

F=1.639 P>.05

ADJUSTMENT OF GRADE 6 WORD MEANING RAW SCORE MEANS FOR THE LOWER 25% OF GRADE 6 STUDY GROUPS, 10,66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	11.9200	11.3851
ESEA WITHOUT TEAM	12.3562	12.7226

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE LOWER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	4693.1510	130	
RESIDUAL WITHIN GROUPS (ERROR)	4578.0750	129	35.4890
ADJUSTED MEANS	115.0760	1	115.0760

F= 3.243 P>.05

ADJUSTMENT OF GRADE 6 PARAGRAPH MEANING RAW SCORES FOR THE LOWER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	19.2857	19.2416
ESEA WITHOUT TEAM	17.3158	17.3483

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67, USING LORGE VERBAL IQ SCORES AS THE PRE-TREATMENT CONTROL

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	7486.9257	131	
RESIDUAL WITHIN GROUPS (ERROR)	7359.9257	130	56.6148
ADJUSTED MEANS	126.9999	1	126.9999

F=2.243 P>.05

ADJUSTMENT OF GRADE 6 PARAGRAPH MEANING RAW SCORE MEANS FOR THE UPPER 25% OF GRADE 6 STUDY GROUPS, 10/66-5/67, USING LORGE VERBAL IQ SCORES AS PRE-TREATMENT CONTROL

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	38.5000	35.6442
ESEA WITHOUT TEAM	31.3165	33.2685

ANALYSIS OF COVARIANCE FOR WORD MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	5087.2309	123	
RESIDUAL WITHIN GROUPS (ERROR)	4859.0038	122	39.8279
ADJUSTED MEANS	228.2271	1	228.2271

F= 5.730 P<.05

ADJUSTMENT OF GRADE 6 WORD MEANING RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	28.6964	27.8111
ESEA WITHOUT TEAM	24.3188	25.0374

ANALYSIS OF COVARIANCE FOR PARAGRAPH MEANING RAW SCORES FOR THE UPPER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

SOURCE	SUM OF SQS	DF	MEAN SQ
TREATMENT+ERROR	7215.6077	133	
RESIDUAL WITHIN GROUPS (ERROR)	7214.1184	132	54.6524
ADJUSTED MEANS	1.4893	1	1.4893

F= 0.027 P>.05

ADJUSTMENT OF GRADE 6 PARAGRAPH MEANING RAW SCORE MEANS FOR THE UPPER 25% OF THE GRADE 6 STUDY GROUPS, 10/66-5/67

GROUPS	OBSERVED MEANS	ADJUSTED MEANS
ESEA WITH TEAM	36.8500	33.7374
ESEA WITHOUTTEAM	31.4800	33.9701

Pre and Post Scores for High and Low Contact Groups
California Achievement Test Battery Grades 7,8,9

	Mechanics of English				Reading Comprehension			
	Pre		Post		Pre		Post	
Raw Scores	High Contact	Low Contact	High Contact	Low Contact	High Contact	Low Contact	High Contact	Low Contact
92-95		1						
88-91	1	2		2				
84-87			1	1		1		
80-83		1	3	6				
76-79	1	3	2	3				1
72-75		6	7	5				
68-71	4	2	3	6				2
64-67	4	2	2	5		1	2	2
60-63	3	3	1	7	3	1	2	1
56-59	9	6	9	5			1	1
52-55	10	7	7	5	3	1	4	5
48-51	2	3	8	1	3	3	3	5
44-47	1	3	1	6	4	2	4	4
40-43	2	6	3	4	5	6	10	6
36-39	6	4	2	5	8	5	4	10
32-35	5	9	2	6	9	11	9	8
28-31	5	3	5	3	4	13	10	10
24-27	2	5	1	1	8	10	7	8
20-23	1	3			6	8	3	7
16-19	1	2			6	6	2	3
12-15		1		1	3	5	1	1
8-11		1						
4- 7								
0- 3				1				
N	57	73	57	73	62	73	62	73
Mean	49.2	48.3	55.9	56.1	33.5	31.4	37.5	37.8
S.D.	15.6	20.0	15.9	19.2	12.4	12.7	12.2	14.2

Pre and Post Scores for High and Low Contact Groups
California Achievement Test Battery Grades 7,8,9

	Spelling				Reading Vocabulary			
	Pre		Post		Pre		Post	
Raw Scores	High Contact	Low Contact	High Contact	Low Contact	High Contact	Low Contact	High Contact	Low Contact
58-59								1
56-57								
54-55						1		
52-53					1	1		
50-51								2
48-49							3	1
46-47					3	1	2	1
44-45							1	
42-43					1	1	3	3
40-41						1	1	5
38-39					3		4	3
36-37					2	3	5	4
34-35					3		5	4
32-33					2	2	4	5
30-31					1	2	3	3
28-29		1			2	5	9	6
26-27	1	6	4	6	6	6	2	2
24-25	1	3	4	6	2	7	3	2
22-23	6	4	5	6	4	4	3	7
20-21	3	3	5	6	5	7	3	5
18-19	6	9	5	5	9	4	2	5
16-17	4	5	9	10	4	5	5	1
14-15	8	10	7	5	3	4	1	1
12-13	11	7	3	5	2	5		3
10-11	4	9	4	3	4	5	1	3
8- 9	9	9	5	6	2		2	1
6- 7	3	3	5	5	4	4		
4- 5	1	2	1	4				
2- 3	1	1	1					
0- 1				5			1	
N	58	72	58	72	63	68	63	68
Mean	14.2	15.2	15.8	15.2	23.3	23.2	29.4	29.1
S.D.	5.6	6.3	6.3	7.7	11.1	10.5	10.9	11.2

ACHER'S PRE-EVALUATION OF INDIVIDUAL STUDENT'S LANGUAGE ARTS SKILLS — OAKLAND PUBLIC SCHOOLS - RESEARCH DEPARTMENT

ELEMENTARY LEVEL

lease fill in the blanks directly below, isregarding the coding to the right.

I.D. CODE 0 1 2 3 4 5 6 7 8 9

tudent Name _____
LAST FIRST MIDDLE

irthdate _____ Grade _____
MONTH/DAY/YEAR

chool _____

eacher _____

ate:_____ Sex: ☐ Boy ☐ Girl

IRECTIONS: Please blacken the space below the number that most nearly represents your nowledge or opinion of the factors listed below. Use a number 2 pencil. MAKE YOUR MARKS EAVY AND BLACK. ERASE COMPLETELY ANY RESPONSES YOU WISH TO CHANGE.

At this point in time This student	NEVER 0	ALMOST NEVER 1	INFREQUENTLY 2 3	SOMETIMES 4 5	FREQUENTLY 6 7	ALMOST ALWAYS 8	ALWAYS 9
1. Utilizes a variety of word attack skills							
2. Exhibits skill at word recognition							
3. Exhibits understanding of word meanings							
4. Comprehends what he reads							
5. Exhibits skill at reading independently							
6. Uses time provided for voluntary reading							
7. Exhibits skill in reading for a variety of purposes such as:	x x	x x	x x x	x x x	x x x	x	
a. reading for appreciation							
b. reading to locate information							
c. reading to identify main ideas							
d. reading for critical evaluation							

Compared with the other students in this class: This student's	MUCH POORER THAN MOST 0	POORER THAN MOST 1	SOMEWHAT POORER THAN MOST 2 3	ABOUT THE SAME AS MOST 4 5	SOMEWHAT BETTER THAN MOST 6 7	BETTER THAN MOST 8	MUCH BETTER THAN MOST 9
1. General reading skills are							
2. Attendance is							
3. Attitude toward school is							
4. General writing skills are							
5. General speaking skills are							
6. General listening skills are							

.T.4m 10/4/66

TEACHER'S POST-EVALUATION OF INDIVIDUAL STUDENT'S LANGUAGE ARTS SKILLS

OAKLAND PUBLIC SCHOOLS - RESEARCH DEPARTMENT

ELEMENTARY

Please fill in the blanks directly below, disregarding the coding to the right.

I.D. CODE 0 1 2 3 4 5 6 7 8 9

Student Name _____
LAST FIRST MIDDLE

Birthdate _____ Grade _____
MONTH/DAY/YEAR

School _____

Teacher _____

Date _____ Sex: ☐ Boy ☐ Girl

B O

DIRECTIONS: Please blacken the space below the number that most nearly represents your knowledge or opinion of the factors listed below. Use a number 2 pencil MAKE YOUR MARKS HEAVY AND BLACK. ERASE COMPLETELY ANY RESPONSES YOU WISH TO CHANGE.

I. At this point in time This student	Never 0 1		2 3		Sometimes 4 5		6 7	Always 8 9
1. Utilizes a variety of word attack skills								
2. Exhibits skill at word recognition								
3. Exhibits understanding of word meanings								
4. Comprehends what he reads								
5. Exhibits skill at reading independently								
6. Uses time provided for voluntary reading								
7. Exhibits skill in reading for a variety of purposes such as:	X X	X	X X	X	X X	X X	X X	X
a. reading for appreciation								
b. reading to locate information								
c. reading to identify main ideas								
d. reading for critical evaluation								

II. Compared to your knowledge of this student at the beginning of this school year This student's	Shown No Improvement 0 1		Shown Little Improvement 2 3		Shown Some Improvement 4 5		Shown Marked Improvement 6 7
1. General reading skills have							
2. Attendance has							
3. Attitude toward school has							
4. General writing skills have							
5. General speaking skills have							
6. General listening skills have							

RAL/im
4/24/67

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY SELF-RATING QUESTIONNAIRE

ID No. _____ Boy ☐ Girl ☐

Name _____ Age _____

School _____ Grade _____

Teacher _____ Date _____

Here are some questions which have to do with you and your schoolwork. The answers you select will not affect your grades in any way.

DIRECTIONS: Below is a list of questions about yourself. Read each question carefully. Then select one of the answers below each question which you think most nearly describes you. Place a circle around the answer you select. Be sure to select only one answer for each question.

1. Do I get to school on time?
   Never Not often Sometimes Most of the time Always
2. Do I begin work in class as soon as I have my assignment?
   Never Not often Sometimes Most of the time Always
3. Do I follow school rules?
   Never Not often Sometimes Most of the time Always
4. Do I understand most of the work in class?
   Never Not often Sometimes Most of the time Always
5. Do I need help at home with homework?
   Never Not often Sometimes Most of the time Always
6. Do I do more work in class than I am told to?
   Never Not often Sometimes Most of the time Always
7. Do I make up any work I miss in class?
   Never Not often Sometimes Most of the time Always
8. Do I take part in class discussions?
   Never Not often Sometimes Most of the time Always
9. Do I think others can read my writing?
   Never Not often Sometimes Most of the time Always
10. Do I think others can understand what I say?
    Never Not often Sometimes Most of the time Always
11. Do I use a library after school?
    Never Not often Sometimes Most of the time Always
12. Do I like school?
    Never Not often Sometimes Most of the time Always
13. Am I a good sport when losing?
    Never Not often Sometimes Most of the time Always
14. Do I get along well with other classmates?
    Never Not often Sometimes Most of the time Always
15. Do I make friends easily?
    Never Not often Sometimes Most of the time Always

DIRECTIONS: Below is a list of questions about yourself. Read each question carefully. Then select one of the answers below each question which you think most nearly describes you. Place a circle around the answer you select. Be sure to select only one answer for each question.

16. Do I listen in class while others are talking?
Never Not often Sometimes Most of the time Always

17. Do I understand what I read in Social Sciences (History and Geography)?
Never Not often Sometimes Most of the time Always

18. Do I understand what I read and do in Science?
Never Not often Sometimes Most of the time Always

19. Do I finish each of my class assignments?
Never Not often Sometimes Most of the time Always

20. How do I spell?
Very poorly Poorly Fairly well Very well

21. How do I behave in class?
Very poorly Poorly Fairly well Very well

22. How do I follow directions in class?
Very poorly Poorly Fairly well Very well

23. How do I behave on the school playground?
Very poorly Poorly Fairly well Very well

24. During science lessons in class, I am
Not interested Interested Very interested

25. When we have singing in class during the music period, I am
Not interested Interested Very interested

26. During Social Sciences (History and Geography), I am
Not interested Interested Very interested

27. How do I feel when I am given a special job to do?
Not happy to do it Neither happy nor unhappy Happy to do it

28. When I have to do a special job, I am
Very much afraid A little afraid Not afraid

29. How do I feel when I am made a monitor?
Not happy to be one Neither happy nor unhappy Happy to be one

30. When I am a monitor, I am
Very much afraid A little afraid Not afraid

31. How do I feel when I am sent to the principal with a message?
Not happy to go Neither happy nor unhappy Happy to go

32. When I go to the principal with a message, I am
Very much afraid A little afraid Not afraid

33. How do I feel when I am sent to the principal for doing something wrong?
Not happy to go Neither happy nor unhappy Happy to go

34. When I go to the principal for doing something wrong, I am
Very much afraid A little afraid Not afraid

Elementary Self-Rating Questionnaire - continued

DIRECTIONS: Below is a list of questions about your schoolwork. Read each question carefully. Then select one of the answers below each question which describes how well you think you are able to do the work. Place a circle around the answer you select. Be sure to select only one answer for each kind of work.

35. How do I read silently?
Very poorly Poorly Fairly well Very well

36. How do I read orally?
Very poorly Poorly Fairly well Very well

37. How do I understand what I read?
Very poorly Poorly Fairly well Very well

38. How do I work with a group?
Very poorly Poorly Fairly well Very well

39. How do I write sentences?
Very poorly Poorly Fairly well Very well

40. How do I write stories?
Very poorly Poorly Fairly well Very well

41. How do I use punctuation marks and capital letters?
Very poorly Poorly Fairly well Very well

42. How do I make reports to the class?
Very poorly Poorly Fairly well Very well

43. How do I do arithmetic problems?
Very poorly Poorly Fairly well Very well

DIRECTIONS: Below are some more questions about yourself. Read each question carefully. If answers are given below a question, select an answer then place a circle around the answer you select. If a blank space follows a question, think of your best answer and place it in the blank space. Be sure to answer every question.

44. Which three of these subjects do you like best in school? Write the number 1 after your first choice. Write the number 2 after your second choice. Write the number 3 after your third choice.

Reading ___, Language ___, Spelling ___, Mathematics ___, Social Studies ___, Physical Education ___, Writing ___, Music ___, Art ___.

45. Which three of these subjects do you like least in school? Write the number 1 after your first choice. Write the number 2 after your second choice. Write the number 3 after your third choice.

Reading___, Language___, Spelling ___, Mathematics ___, Social Studies ___, Physical Education ___, Writing ___, Music ___, Art ___.

46. If you had a free period every day in school, what would you do?

_____

47. How far do your parents plan for you to go in school?
Junior High Senior High Junior College College Don't Know

48. How far do you think you will be able to go in school?
Junior High Senior High Junior College College Don't Know

49. What kind of work do you think you will probably do when you grow up?

_____

50. If you could do any kind of work you wish when you grow up, what would you like to do?

_____

FMM:vl
4/11/67

TABLE 1

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Never		Not Often		Sometime		Most of the time		Always		N
			N	%	N	%	N	%	N	%	N	%	
question 1:													
	A	Pre	0	0	1	3	7	23	8	27	14	47	30
		Post	0	0	1	3	2	7	13	43	14	47	
	B	Pre	1	1	3	3	17	20	25	29	40	47	86
		Post	0	0	4	5	16	19	37	43	29	34	
Do I get to school on time?	C	Pre	3	3	3	3	19	21	24	27	40	45	89
		Post	2	2	4	4	19	21	34	38	30	31	
	D	Pre	1	1	0	0	12	12	25	25	61	62	99
		Post	1	1	3	3	12	12	34	34	49	49	
	E	Pre	0	0	2	3	11	14	16	21	49	63	78
		Post	0	0	0	0	11	14	26	33	41	53	
question 2:													
	A	Pre	0	0	3	10	8	28	7	24	11	38	29
		Post	1	3	4	14	7	24	10	34	7	24	
	B	Pre	1	1	5	6	15	17	25	29	41	47	87
		Post	0	0	2	2	10	11	47	54	28	32	
Do I begin work in class as soon as I have my assignment?	C	Pre	2	2	3	3	21	24	25	28	38	43	89
		Post	1	1	8	9	19	21	31	35	30	34	
	D	Pre	0	0	4	4	18	19	38	39	37	38	97
		Post	2	2	4	4	26	27	42	43	23	24	
	E	Pre	2	3	4	5	14	18	27	35	31	40	78
		Post	0	0	1	1	14	18	29	37	34	44	
question 3:													
	A	Pre	0	0	1	3	7	23	11	37	11	37	30
		Post	0	0	1	3	8	27	13	43	8	27	
	B	Pre	0	0	3	3	13	15	27	31	43	50	86
		Post	0	0	4	5	17	20	36	42	29	34	
Do I follow school rules?	C	Pre	0	0	5	6	18	21	28	32	36	41	87
		Post	2	2	4	5	20	23	28	32	33	38	
	D	Pre	0	0	5	5	20	20	34	35	39	40	98
		Post	2	2	8	8	13	13	44	45	31	32	
	E	Pre	0	0	3	4	13	17	35	45	27	35	78
		Post	0	0	2	3	19	24	24	31	33	42	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison

TABLE 2

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Never		Not Often		Sometime		Most of the time		Always		N
			N	%	N	%	N	%	N	%	N	%	
question 4:	A	Pre	0	0	3	10	15	50	9	30	3	10	30
		Post	0	0	1	3	12	40	15	50	2	7	
	B	Pre	0	0	5	6	30	34	40	46	12	14	87
		Post	0	0	2	2	17	20	54	62	14	16	
Do I understand most of the work in class?	C	Pre	0	0	11	12	20	22	35	39	23	26	89
		Post	1	1	7	8	25	28	44	49	12	13	
	D	Pre	1	1	11	11	29	30	43	44	13	13	97
		Post	0	0	10	10	27	28	50	52	10	10	
	E	Pre	0	0	4	5	27	34	38	48	10	13	79
		Post	0	0	3	4	20	25	42	53	14	18	
question 5:													
	A	Pre	6	21	3	10	13	45	3	10	4	14	29
		Post	3	10	6	21	14	48	3	10	3	10	
Do I need help at home with homework?	B	Pre	20	24	16	19	34	40	8	10	6	7	84
		Post	19	23	29	35	26	31	8	10	2	2	
	C	Pre	27	31	12	14	34	39	8	9	6	7	87
		Post	26	30	14	16	26	30	14	16	7	8	
	D	Pre	25	26	25	26	40	41	5	5	2	2	97
		Post	22	23	30	31	28	28	13	13	5	5	
	E	Pre	21	28	25	34	18	24	7	9	3	4	74
		Post	16	22	23	31	30	41	2	3	3	4	
question 6:													
	A	Pre	9	30	2	7	11	37	5	17	3	10	30
		Post	9	30	7	23	10	33	2	7	2	7	
Do I do more work in class than I am told to do?	B	Pre	19	23	18	22	25	30	10	12	10	12	82
		Post	15	18	18	22	28	34	12	15	9	11	
	C	Pre	22	26	13	15	29	34	13	15	9	10	86
		Post	17	20	18	21	32	37	11	13	8	9	
	D	Pre	24	24	13	13	27	28	19	19	15	15	98
		Post	21	21	24	24	34	35	12	12	7	7	
	E	Pre	22	28	19	24	18	23	12	15	7	9	78
		Post	16	21	14	18	27	35	17	22	4	5	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison

TABLE 3

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Never N	Never %	Not Often N	Not Often %	Sometime N	Sometime %	Most of the time N	Most of the time %	Always N	Always %	N
question 7:													
Do I make up any work I miss in class?	A	Pre	7	24	2	7	7	24	6	21	7	24	29
		Post	6	21	6	21	9	31	5	17	3	10	
	B	Pre	10	12	11	13	22	26	16	19	25	30	84
		Post	4	5	13	15	27	32	20	24	20	24	
	C	Pre	12	14	11	13	21	24	13	15	31	35	88
		Post	9	10	11	13	26	30	21	24	21	24	
	D	Pre	12	12	9	9	22	22	20	20	35	36	98
		Post	7	7	15	15	16	16	30	31	30	31	
	E	Pre	14	18	8	10	21	27	18	23	16	21	77
		Post	12	16	9	12	21	27	23	30	12	16	
question 8:													
Do I take part in class discussions?	A	Pre	5	17	3	10	4	14	9	31	8	28	29
		Post	2	7	4	14	4	14	9	31	10	34	
	B	Pre	8	10	10	12	26	31	18	21	22	26	84
		Post	2	2	8	10	23	27	25	30	26	31	
	C	Pre	11	13	6	7	21	24	19	22	29	34	86
		Post	2	2	4	5	19	22	26	30	35	41	
	D	Pre	7	7	14	14	28	28	19	19	31	31	99
		Post	4	4	8	8	27	27	28	28	32	32	
	E	Pre	2	3	16	21	16	21	16	21	28	36	78
		Post	6	8	10	13	25	32	20	26	17	22	
question 9:													
Do I think others can read my writing?	A	Pre	4	14	2	7	7	25	4	14	11	39	28
		Post	1	4	0	0	9	32	8	29	10	36	
	B	Pre	1	1	10	12	22	26	21	25	31	36	85
		Post	0	0	5	6	14	16	36	42	30	35	
	C	Pre	4	5	3	3	26	30	21	24	33	38	87
		Post	5	6	6	7	17	20	25	29	34	39	
	D	Pre	4	4	7	7	18	18	26	27	43	44	98
		Post	2	2	5	5	14	14	35	36	42	43	
	E	Pre	0	0	4	5	14	18	25	32	36	46	79
		Post	3	4	5	6	12	15	30	38	29	37	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison

TABLE 4

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study* Sample		Never		Not Often		Sometime		Most of the time		Always		N
			N	%	N	%	N	%	N	%	N	%	
question 10:													
Do I think others can understand what I say?	A	Pre	1	3	3	10	3	10	6	21	16	55	29
		Post	1	3	1	3	6	21	8	28	13	45	
	B	Pre	0	0	3	4	14	17	20	24	46	55	83
		Post	0	0	3	4	13	16	33	40	34	41	
	C	Pre	5	6	11	13	12	14	20	23	40	45	88
		Post	1	1	3	3	13	15	28	32	43	49	
	D	Pre	2	2	3	3	14	14	29	30	50	51	98
		Post	1	1	1	1	17	17	48	49	31	32	
	E	Pre	2	3	1	1	8	10	35	45	31	40	77
		Post	2	3	3	4	9	12	41	53	22	29	
question 11:													
Do I use a library after school?	A	Pre	15	50	5	17	8	27	1	3	1	3	30
		Post	9	30	5	17	9	30	6	20	1	3	
	B	Pre	20	24	21	25	25	29	12	14	7	8	85
		Post	13	15	19	22	29	34	14	16	10	12	
	C	Pre	24	27	16	18	23	26	12	13	14	16	89
		Post	30	34	15	17	26	29	14	16	4	4	
	D	Pre	39	40	22	23	21	22	9	9	6	6	97
		Post	39	40	20	21	26	27	6	6	6	6	
	E	Pre	23	29	12	15	24	30	13	16	7	9	79
		Post	13	16	18	23	24	30	9	11	15	19	
question 12:													
Do I like school?	A	Pre	1	4	0	0	6	21	7	25	14	50	28
		Post	0	0	4	14	5	18	10	36	9	32	
	B	Pre	3	4	3	4	10	12	15	18	54	64	85
		Post	2	2	3	4	11	13	18	21	51	60	
	C	Pre	5	6	4	4	10	11	6	7	64	72	89
		Post	5	6	3	3	11	12	13	15	57	64	
	D	Pre	1	1	5	5	8	8	20	21	62	65	96
		Post	6	6	4	4	14	15	23	24	49	51	
	E	Pre	6	8	3	4	12	16	12	16	44	57	77
		Post	5	6	2	3	19	25	13	17	38	49	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison

TABLE 5

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Never		Not Often		Sometime		Most of the time		Always		N
			N	%	N	%	N	%	N	%	N	%	
question 13:	A	Pre	0	0	1	3	8	27	7	23	14	47	30
		Post	4	13	2	7	9	30	6	20	9	30	
	B	Pre	3	4	14	17	20	24	19	23	26	32	82
		Post	3	4	9	11	22	27	25	30	23	28	
Am I a good sport when losing?	C	Pre	9	10	7	8	16	18	22	25	34	39	88
		Post	6	7	5	6	24	27	29	33	24	27	
	D	Pre	4	4	3	3	23	24	35	36	32	33	97
		Post	5	5	8	8	21	22	33	34	30	31	
	E	Pre	5	7	8	11	13	17	26	34	24	32	76
		Post	3	4	5	7	15	20	33	43	20	26	
question 14:													
	A	Pre	0	0	2	7	9	31	7	24	11	38	29
		Post	0	0	2	7	5	17	9	31	13	45	
	B	Pre	1	1	5	6	22	26	27	31	31	36	86
		Post	1	1	7	8	19	22	31	36	28	33	
Do I get along well with other classmates?	C	Pre	1	1	5	6	25	28	27	31	30	34	88
		Post	3	3	0	0	20	23	36	41	29	33	
	D	Pre	0	0	9	9	13	13	34	35	42	43	98
		Post	0	0	4	4	19	19	44	45	31	32	
	E	Pre	0	0	2	3	20	25	23	29	34	43	79
		Post	1	1	1	1	12	15	39	49	26	33	
question 15:													
	A	Pre	0	0	3	10	7	23	8	27	12	40	30
		Post	0	0	1	3	5	17	13	43	11	37	
	B	Pre	0	0	8	9	18	21	22	25	39	45	87
Do I make friends easily?		Post	4	5	4	5	20	23	33	38	26	30	
	C	Pre	2	2	3	3	17	19	21	24	45	51	88
		Post	2	2	2	2	18	20	20	23	46	52	
	D	Pre	3	3	10	10	18	18	31	32	36	37	98
		Post	2	2	3	3	26	27	32	33	35	36	
	E	Pre	2	3	7	9	10	13	25	32	34	44	78
		Post	0	0	3	4	13	17	28	36	34	44	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison

TABLE 6

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study* Sample		Never		Not Often		Sometime		Most of the time		Always		
			N	%	N	%	N	%	N	%	N	%	N
question 16	A	Pre	1	3	1	3	12	40	11	37	5	17	30
		Post	2	7	3	10	7	23	10	33	8	27	
	B	Pre	4	5	3	3	21	24	45	52	13	15	86
Do I listen in class while others are talking?		Post	1	1	3	3	18	21	38	44	26	30	
	C	Pre	1	1	4	5	28	33	33	38	20	23	86
		Post	1	1	3	3	24	28	34	40	24	28	
	D	Pre	1	1	3	3	27	27	41	41	27	27	99
		Post	1	1	11	11	22	22	36	36	29	29	
question 17													
	A	Pre	0	0	1	4	10	36	13	46	4	14	28
		Post	2	7	2	7	11	39	8	29	5	18	
	B	Pre	1	1	7	8	18	21	42	49	18	21	86
Do I understand what I read in Social Sciences?		Post	0	0	7	8	19	22	37	43	26	27	
	C	Pre	2	2	8	9	25	29	27	31	24	28	86
		Post	7	8	11	13	19	22	23	27	26	30	
	D	Pre	0	0	10	10	25	26	44	45	19	19	98
		Post	3	3	13	13	28	29	39	40	15	15	
question 18													
	A	Pre	0	0	0	0	12	40	15	50	3	10	30
		Post	1	3	3	10	7	23	8	27	11	37	
	B	Pre	3	4	2	2	25	29	27	32	28	33	85
Do I understand what I read and do in Science?		Post	2	2	5	6	13	15	41	48	24	28	
	C	Pre	0	0	5	6	24	28	28	32	30	34	87
		Post	5	6	7	8	20	23	24	28	31	36	
	D	Pre	1	1	9	9	19	20	33	34	34	35	96
		Post	1	1	8	8	22	23	43	45	22	23	
question 19													
	A	Pre	0	0	6	21	9	31	8	28	6	21	29
		Post	1	3	5	17	10	34	12	41	1	3	
	B	Pre	1	1	6	7	24	28	37	44	17	20	85
Do I finish each of my class assignments?		Post	0	0	5	6	14	16	49	58	17	20	
	C	Pre	0	0	5	6	27	30	30	34	27	30	89
		Post	0	0	10	11	32	36	36	40	11	12	
	D	Pre	0	0	8	8	22	22	37	37	32	32	99
		Post	1	1	11	11	34	34	35	35	18	18	

* Study Samples: A- ESEA with Team Teaching
B- ESEA without Team Teach.
C- ESEA - SB 28
D- SB 28 only

TABLE 7

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study* Sample		Very Poorly		Poorly		Fairly Well		Very Well		N
			N	%	N	%	N	%	N	%	
question 20	A	Pre	1	3	7	23	15	50	7	23	30
		Post	0	0	5	17	18	60	7	23	
	B	Pre	0	0	3	4	36	42	46	54	85
How do I spell?		Post	1	1	3	4	38	45	43	51	
	C	Pre	2	2	9	11	33	39	40	48	84
		Post	3	4	7	8	49	58	25	30	
	D	Pre	2	2	9	9	53	55	33	34	97
		Post	2	2	9	9	56	58	30	31	
question 21											
	A	Pre	4	14	2	7	18	62	5	17	29
		Post	0	0	3	10	19	66	7	24	
	B	Pre	1	1	6	7	53	62	25	29	85
How do I behave in class?		Post	1	1	4	5	57	67	23	27	
	C	Pre	3	4	5	6	53	63	23	27	84
		Post	0	0	11	13	53	63	20	23	
	D	Pre	2	2	11	11	52	54	32	33	97
		Post	2	2	17	18	57	59	21	22	
question 22											
	A	Pre	1	3	1	3	21	70	7	23	30
		Post	0	0	5	17	13	43	12	40	
	B	Pre	1	1	3	4	44	52	36	43	84
How do I follow directions in class?		Post	0	0	4	5	49	58	31	37	
	C	Pre	1	1	2	2	45	53	37	44	85
		Post	1	1	7	8	51	60	26	31	
	D	Pre	1	1	6	6	59	61	31	32	97
		Post	3	3	8	8	54	56	32	33	
question 23											
	A	Pre	0	0	1	3	13	43	16	53	30
		Post	0	0	1	3	14	47	15	50	
	B	Pre	0	0	3	4	35	41	47	55	85
How do I behave on the school playground?		Post	0	0	1	1	47	55	37	44	
	C	Pre	1	1	4	5	30	36	48	58	83
		Post	1	1	3	4	43	52	36	43	
	D	Pre	1	1	2	2	39	41	54	56	96
		Post	0	0	3	3	46	48	47	49	

* Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only

TABLE 8

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

	Study* Sample		Not Interested		Interested		Very Interested		N
			N	%	N	%	N	%	
Question 24									
During science lessons in class, I am	A	Pre	0	0	17	61	11	39	28
		Post	2	7	14	50	12	43	
	B	Pre	4	5	40	47	41	48	85
		Post	2	2	47	55	36	42	
	C	Pre	3	3	44	51	39	45	86
		Post	4	5	44	51	38	44	
	D	Pre	7	7	47	49	41	43	95
		Post	6	6	48	51	41	43	
Question 25									
When we have singing in class during the music period, I am	A	Pre	2	7	11	37	17	57	30
		Post	1	3	11	37	18	60	
	B	Pre	3	4	19	22	63	74	85
		Post	1	1	34	40	50	59	
	C	Pre	7	8	28	33	51	59	86
		Post	3	3	34	40	49	57	
	D	Pre	6	6	23	24	68	70	97
		Post	7	7	29	30	61	63	
Question 26									
During Social Sciences (History and Geography), I am	A	Pre	2	7	20	67	8	27	30
		Post	2	7	21	70	7	23	
	B	Pre	2	2	42	49	41	48	85
		Post	9	11	49	58	27	32	
	C	Pre	6	7	46	53	34	40	86
		Post	6	7	49	57	31	36	
	D	Pre	10	10	58	60	29	30	97
		Post	16	16	49	51	32	33	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only

TABLE 9

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

	Study* Sample		Not Happy		Neither Happy Nor Unhappy		Happy		N
			N	%	N	%	N	%	
Question 27									
How do I feel when I am given a special job to do?	A	Pre	1	3	6	20	23	77	30
		Post	0	0	6	20	24	80	
	B	Pre	1	1	9	10	76	88	86
		Post	2	2	5	6	79	92	
	C	Pre	1	1	6	7	80	92	87
		Post	0	0	7	8	80	92	
	D	Pre	0	0	11	11	86	89	97
		Post	0	0	12	12	85	88	
Question 29									
How do I feel when I am made a monitor?	A	Pre	3	10	3	10	23	79	29
		Post	0	0	5	17	24	83	
	B	Pre	1	1	7	8	78	91	86
		Post	2	2	10	12	74	86	
	C	Pre	1	1	4	5	81	94	86
		Post	2	2	3	3	81	94	
	D	Pre	1	1	12	12	84	87	97
		Post	3	3	14	14	80	82	
Question 31									
How do I feel when I am sent to the principal with a message?	A	Pre	4	14	7	24	18	62	29
		Post	4	14	7	24	18	62	
	B	Pre	9	11	11	13	62	76	82
		Post	10	12	17	21	55	67	
	C	Pre	12	14	10	12	62	74	84
		Post	9	11	17	20	58	69	
	D	Pre	11	11	15	15	72	73	98
		Post	12	12	23	23	63	64	
Question 33									
How do I feel when I am sent to the principal for doing something wrong?	A	Pre	19	63	9	30	2	7	30
		Post	23	77	6	20	1	3	
	B	Pre	53	64	23	28	7	8	83
		Post	57	69	18	22	8	10	
	C	Pre	55	64	21	24	10	12	86
		Post	48	56	26	30	12	14	
	D	Pre	58	59	29	30	11	11	98
		Post	59	60	30	31	9	9	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only

TABLE 10

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

	Study* Sample		Very Much Afraid		A Little Afraid		Not Afraid		N
			N	%	N	%	N	%	
Question 28									
When I have a special job, I am	A	Pre / Post	0 / 0	0 / 0	12 / 6	41 / 21	17 / 23	59 / 79	29
	B	Pre / Post	4 / 1	5 / 1	16 / 16	19 / 19	65 / 68	76 / 80	85
	C	Pre / Post	1 / 2	1 / 2	23 / 21	27 / 24	62 / 63	72 / 73	86
	D	Pre / Post	0 / 0	0 / 0	28 / 24	29 / 25	68 / 72	71 / 75	96
Question 30									
When I am a monitor, I am	A	Pre / Post	1 / 0	4 / 0	7 / 4	25 / 14	20 / 24	71 / 86	28
	B	Pre / Post	4 / 1	5 / 1	19 / 10	22 / 12	62 / 74	73 / 87	85
	C	Pre / Post	0 / 0	0 / 0	19 / 16	23 / 19	65 / 68	77 / 81	84
	D	Pre / Post	0 / 1	0 / 1	21 / 20	22 / 21	75 / 75	78 / 78	96
Question 32									
When I go to the principal with a message, I am	A	Pre / Post	1 / 1	4 / 4	11 / 10	41 / 37	15 / 16	56 / 59	27
	B	Pre / Post	5 / 3	6 / 4	25 / 36	30 / 44	52 / 43	63 / 52	82
	C	Pre / Post	5 / 4	6 / 5	18 / 29	21 / 34	62 / 52	73 / 61	85
	D	Pre / Post	5 / 3	5 / 3	23 / 29	24 / 31	67 / 63	71 / 66	95
Question 34									
When I go to the principal for doing something wrong, I am	A	Pre / Post	11 / 14	38 / 48	16 / 13	55 / 45	2 / 2	7 / 7	29
	B	Pre / Post	33 / 41	39 / 49	38 / 30	45 / 36	13 / 13	15 / 15	84
	C	Pre / Post	40 / 41	45 / 47	31 / 30	35 / 34	17 / 17	19 / 19	88
	D	Pre / Post	37 / 40	38 / 41	42 / 36	43 / 37	19 / 22	19 / 22	98

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only

TABLE 11

APPENDIX I-D-4

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Very Poorly		Poorly		Fairly Well		Very Well		N
			N	%	N	%	N	%	N	%	
question 35. How do I read silently?	A	Pre	1	3	3	10	13	43	13	43	30
		Post	0	0	3	10	15	50	12	40	
	B	Pre	1	1	2	2	45	52	39	45	87
		Post	0	0	3	3	42	48	42	48	
	C	Pre	1	1	3	3	38	43	46	52	88
		Post	2	2	5	6	35	40	46	52	
	D	Pre	1	1	3	3	38	39	56	57	98
		Post	0	0	9	9	43	44	46	47	
	E	Pre	1	1	5	6	32	42	39	51	77
		Post	0	0	5	6	40	52	32	42	
question 36. How do I read orally?	A	Pre	2	7	3	10	16	55	8	28	29
		Post	0	0	2	7	18	62	9	31	
	B	Pre	1	1	5	6	50	60	28	33	84
		Post	1	1	2	2	57	68	24	29	
	C	Pre	2	2	7	8	43	49	35	40	87
		Post	3	3	10	11	50	57	24	28	
	D	Pre	2	2	9	9	49	51	36	38	96
		Post	2	2	14	15	61	64	19	20	
	E	Pre	2	3	9	12	44	59	20	27	75
		Post	1	1	6	8	47	63	21	28	
question 37. How do I understand what I read?	A	Pre	0	0	3	10	12	40	15	50	30
		Post	0	0	4	13	12	40	14	47	
	B	Pre	0	0	5	6	42	51	36	43	83
		Post	0	0	5	6	49	59	29	35	
	C	Pre	5	6	4	5	47	53	32	36	88
		Post	3	3	6	7	52	59	27	31	
	D	Pre	1	1	6	6	57	58	34	35	98
		Post	2	2	9	9	53	54	34	35	
	E	Pre	0	0	8	11	45	59	23	30	76
		Post	1	1	5	7	52	68	18	24	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only
E - Comparison (regular program)

TABLE 12

APPENDIX I-D-4

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Very Poorly		Poorly		Fairly Well		Very Well		N
			N	%	N	%	N	%	N	%	
Question 38. How do I work with a group?	A	Pre	0	0	2	7	11	39	15	54	28
		Post	0	0	2	7	16	57	10	36	
	B	Pre	1	1	5	6	36	43	42	50	84
		Post	1	1	4	5	43	51	36	43	
	C	Pre	3	3	5	6	34	39	46	52	88
		Post	0	0	5	6	49	56	34	39	
	D	Pre	1	1	6	6	36	38	51	54	94
		Post	0	0	8	9	54	57	32	34	
	E	Pre	0	0	6	8	29	39	40	53	75
		Post	2	3	4	5	44	59	25	53	
Question 39. How do I write sentences?	A	Pre	1	4	3	11	13	46	11	39	28
		Post	0	0	2	7	23	82	3	11	
	B	Pre	1	1	5	6	46	55	32	38	84
		Post	0	0	8	10	55	65	21	25	
	C	Pre	2	2	6	7	44	51	34	40	86
		Post	3	3	11	13	57	66	15	17	
	D	Pre	4	4	12	12	48	49	34	35	98
		Post	4	4	13	13	60	61	21	21	
	E	Pre	0	0	5	6	53	69	19	25	77
		Post	0	0	9	12	46	60	22	29	
Question 40. How do I write stories?	A	Pre	0	0	5	18	16	57	7	25	28
		Post	0	0	5	18	16	57	7	25	
	B	Pre	1	1	4	5	47	57	30	37	82
		Post	0	0	10	12	56	68	16	20	
	C	Pre	5	6	6	7	43	49	33	38	87
		Post	3	3	10	11	46	53	28	32	
	D	Pre	4	4	12	12	48	49	33	34	97
		Post	3	3	21	22	41	42	32	33	
	E	Pre	2	3	10	13	40	51	26	33	78
		Post	3	4	8	10	47	60	20	26	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA-SB 28
D - SB 28 only
E - Comparison (regular program)

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Very Poorly		Poorly		Fairly Well		Very Well		N
			N	%	N	%	N	%	N	%	
Question 41. How do I use punctuation marks & capital letters?	A	Pre	1	4	6	21	13	46	8	29	28
		Post	1	4	7	25	15	54	5	18	
	B	Pre	4	5	9	11	42	50	29	35	84
		Post	1	1	9	11	64	76	10	12	
	C	Pre	4	5	8	10	38	45	34	40	84
		Post	2	2	14	17	46	55	22	26	
	D	Pre	1	1	13	13	48	49	35	36	97
		Post	3	3	22	23	51	53	21	22	
	E	Pre	0	0	9	12	42	57	23	31	74
		Post	3	4	8	11	45	61	18	24	
Question 42. How do I make reports to the class?	A	Pre	1	4	5	19	18	67	3	11	27
		Post	1	4	4	15	19	70	3	11	
	B	Pre	0	0	11	13	59	70	14	17	84
		Post	1	1	9	11	63	75	11	13	
	C	Pre	2	2	14	16	47	55	23	27	86
		Post	5	6	15	17	48	56	18	21	
	D	Pre	4	4	19	20	50	53	22	23	95
		Post	8	8	26	27	44	46	17	18	
	E	Pre	1	1	22	28	39	50	16	21	78
		Post	2	3	12	15	45	58	19	24	
Question 43. How do I do arithmetic problems?	A	Pre	1	3	7	24	11	38	10	34	29
		Post	4	14	7	24	13	45	5	17	
	B	Pre	3	3	12	14	30	34	42	48	87
		Post	3	3	10	11	39	45	35	40	
	C	Pre	6	7	10	11	47	53	25	28	88
		Post	5	6	8	9	49	56	26	30	
	D	Pre	9	9	10	11	41	43	35	37	95
		Post	7	7	13	14	56	59	19	20	
	E	Pre	2	3	14	18	39	50	23	29	78
		Post	1	1	7	9	45	58	25	32	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only
E - Comparison (regular program)

TABLE 14

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS 44-49 Group A ESEA with Team Teaching Sample		Subject Liked Best						Subject Liked Least					
		1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Reading	Pre	8	33	7	28	1	4	7	26	0	0	1	5
	Post	4	17	4	16	6	25	2	7	1	4	1	5
2. Language	Pre	1	4	3	12	2	8	3	11	4	17	4	18
	Post	0	0	1	4	0	0	3	11	4	17	3	14
3. Spelling	Pre	2	8	4	16	6	25	1	4	3	13	2	9
	Post	2	8	2	8	6	25	2	7	3	13	6	27
4. Mathematics	Pre	6	25	2	8	2	8	7	26	3	13	1	5
	Post	5	21	5	20	1	4	5	19	1	4	1	5
5. Social Studies	Pre	1	4	2	8	2	8	4	15	5	21	2	9
	Post	1	4	1	4	0	0	2	7	4	17	2	9
6. Physical Ed.	Pre	6	25	3	12	0	0	1	4	0	0	3	14
	Post	6	25	4	16	5	21	4	15	2	8	1	5
7. Writing	Pre	0	0	1	4	2	8	1	4	4	17	3	14
	Post	0	0	1	4	2	8	2	7	2	8	3	14
8. Music	Pre	0	0	1	4	5	21	1	4	4	17	3	14
	Post	2	8	6	24	1	4	4	15	3	12	2	9
9. Art	Pre	0	0	2	8	4	17	2	7	1	4	3	14
	Post	4	17	1	4	3	13	3	11	4	17	3	14
Total Choices		24		25		24		27		24		22	

TABLE 15

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS 44-49 Group B ESEA without Team Teaching Sample		Subject Liked Best						Subject Liked Least					
		1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Reading	Pre	18	25	16	23	5	7	6	10	9	14	5	8
	Post	23	32	11	16	8	12	4	6	6	9	6	10
2. Language	Pre	3	4	5	7	8	12	10	16	6	9	11	19
	Post	4	6	3	4	7	10	12	19	11	17	8	14
3. Spelling	Pre	10	14	15	21	12	18	4	6	5	8	3	5
	Post	6	8	19	27	11	16	3	5	5	8	5	8
4. Mathematics	Pre	19	27	8	11	9	13	13	21	9	14	4	7
	Post	18	25	8	11	9	13	11	17	7	11	6	10
5. Social Studies	Pre	5	7	3	4	6	9	15	24	14	22	6	10
	Post	3	4	3	4	2	3	21	33	12	19	5	8
6. Physical Ed.	Pre	4	6	7	10	2	3	4	6	10	16	10	17
	Post	9	13	9	13	8	12	5	8	5	8	5	8
7. Writing	Pre	2	3	0	0	7	10	6	10	7	11	6	10
	Post	2	3	2	3	3	4	4	6	9	14	8	14
8. Music	Pre	7	10	6	9	8	12	3	5	3	5	3	5
	Post	2	3	6	9	11	16	1	2	5	8	5	8
9. Art	Pre	3	4	10	14	11	16	2	3	1	2	11	19
	Post	4	6	10	14	9	13	2	3	4	6	11	19
Total Choices		71		70		68		63		64		59	

TABLE 16

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS 44-49 Group C ESEA - SB 28 Sample		Subject Liked Best						Subject Liked Least					
		1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Reading	Pre	25	35	6	8	8	12	5	9	3	5	6	11
	Post	18	25	4	6	8	12	8	14	5	9	6	11
2. Language	Pre	0	0	7	10	4	6	11	19	12	21	6	11
	Post	3	14	12	17	2	3	4	7	18	31	5	9
3. Spelling	Pre	11	15	11	15	5	7	9	16	6	10	0	0
	Post	10	14	14	19	5	7	5	9	4	7	10	19
4. Mathematics	Pre	20	28	14	19	5	7	10	17	6	10	4	8
	Post	17	24	9	13	10	14	13	22	2	3	6	11
5. Social Studies	Pre	5	7	5	7	8	12	11	19	9	16	7	13
	Post	2	3	1	1	5	7	12	21	12	21	7	13
6. Physical Ed.	Pre	4	6	12	17	12	18	2	3	7	12	4	8
	Post	7	10	11	15	14	21	4	7	2	3	3	6
7. Writing	Pre	1	1	4	6	6	9	5	9	3	5	6	11
	Post	4	6	1	1	6	9	5	9	10	17	7	13
8. Music	Pre	3	4	7	10	6	9	2	3	10	17	9	17
	Post	3	4	8	11	8	11	4	7	4	7	6	11
9. Art	Pre	3	4	6	8	14	21	3	5	2	3	11	21
	Post	8	11	12	17	10	15	3	5	1	2	3	6
Total Choices		72		72		68		58		58		53	

TABLE 17

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS 44-49 Group D SB 28 only Sample		Subject Liked Best						Subject Liked Least					
		1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Reading	Pre	17	21	6	7	9	11	3	4	8	10	8	10
	Post	16	20	6	7	8	10	11	14	11	13	9	11
2. Language	Pre	1	1	5	6	2	2	16	20	17	20	15	18
	Post	4	5	3	4	3	4	11	14	11	13	14	17
3. Spelling	Pre	13	16	12	14	13	16	8	10	2	2	8	10
	Post	16	20	14	17	14	17	5	6	9	11	7	9
4. Mathematics	Pre	12	15	11	13	12	15	13	16	13	15	5	6
	Post	12	15	10	12	12	15	12	15	13	15	8	10
5. Social Studies	Pre	3	4	6	7	5	6	20	25	16	19	13	16
	Post	2	2	5	6	6	8	21	26	11	13	8	10
6. Physical Ed.	Pre	10	12	12	14	5	6	5	6	9	11	9	11
	Post	15	19	17	20	13	16	5	6	5	6	6	7
7. Writing	Pre	1	1	9	11	9	11	9	11	6	7	9	11
	Post	2	2	5	6	3	4	4	5	10	12	20	24
8. Music	Pre	8	10	12	14	13	16	4	5	6	7	7	9
	Post	5	6	10	12	11	14	6	7	8	10	4	5
9. Art	Pre	16	20	10	12	13	16	3	4	7	8	8	10
	Post	9	11	13	16	11	14	6	7	6	7	6	7
Total Choices		81		83		81		81		84		82	

TABLE 18

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS 44-49 Group E Comparison (Regular Program) Sample		Subject Liked Best						Subject Liked Least					
		1st Choice		2nd Choice		3rd Choice		1st Choice		2nd Choice		3rd Choice	
		N	%	N	%	N	%	N	%	N	%	N	%
1. Reading	Pre	17	24	9	13	7	10	9	14	5	8	6	10
	Post	14	20	12	17	8	11	8	12	6	9	6	10
2. Language	Pre	4	6	10	14	5	7	6	9	18	28	9	15
	Post	2	3	5	7	4	6	9	14	14	22	7	11
3. Spelling	Pre	13	18	14	21	14	20	7	11	8	12	7	11
	Post	14	20	10	14	12	17	1	2	7	11	7	11
4. Mathematics	Pre	16	23	16	23	7	10	9	14	5	8	8	13
	Post	17	24	12	17	11	16	11	17	5	8	5	8
5. Social Studies	Pre	2	3	1	1	8	11	16	24	8	12	8	13
	Post	2	3	5	7	6	9	17	26	10	15	7	11
6. Physical Ed.	Pre	7	10	4	6	5	7	6	9	3	5	6	10
	Post	9	13	5	7	5	7	3	5	1	2	5	8
7. Writing	Pre	0	0	5	7	3	4	6	9	8	12	11	18
	Post	2	3	3	4	4	6	6	9	11	17	12	19
8. Music	Pre	5	7	3	4	9	13	5	8	7	11	6	10
	Post	3	4	6	9	6	9	3	5	7	11	7	11
9. Art	Pre	7	10	7	10	12	17	2	3	3	5	1	1
	Post	8	11	11	16	14	20	8	12	4	6	6	10
Total Choices		71		69		70		66		65		62	

TABLE 19

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTION 50	Study* Sample	Homework		Classwork		Draw, Paint or Color		Read		Play		Other		Don't Know		N
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
If you had a free period every day in school, what would you do?	A	0	0	6	30	3	15	6	30	3	15	0	0	2	10	20
		0	0	4	20	3	15	7	35	3	15	2	10	1	5	
	B	0	0	24	39	5	8	10	16	16	26	5	8	1	2	61
		0	0	17	28	9	15	20	33	6	10	9	15	0	0	
	C	4	6	21	29	13	18	12	17	17	24	5	7	0	0	72
		1	1	19	26	17	24	15	21	9	13	9	13	2	3	
	D	1	1	28	33	15	18	8	9	24	28	6	7	3	4	85
		4	5	20	24	11	13	19	22	20	24	10	12	1	1	
	E	2	3	20	31	9	14	12	18	13	20	8	12	1	2	65
		0	0	14	22	7	11	15	23	15	23	14	22	0	0	

Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only
E - Comparison

TABLE 20

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

	Study* Sample		Junior High		Senior High		Junior College		College		Don't Know		N
			N	%	N	%	N	%	N	%	N	%	
Question 51													
How far do your parents plan for you to go to school?	A	Pre	1	3	0	0	2	7	19	66	7	24	29
		Post	0	0	0	0	1	3	18	62	10	34	
	B	Pre	2	2	3	4	4	5	53	65	20	24	82
		Post	1	1	1	1	4	5	50	61	26	32	
	C	Pre	4	5	3	4	4	5	55	66	17	20	83
		Post	4	5	0	0	1	1	54	65	24	29	
	D	Pre	5	5	1	1	4	4	49	51	37	39	96
		Post	3	3	2	2	4	4	58	60	29	30	
	E	Pre	1	1	3	4	9	12	49	63	16	21	78
		Post	5	6	1	1	4	5	46	59	22	28	
Question 52													
How far do you think you will be able to go in school?	A	Pre	4	13	3	10	3	10	14	47	6	20	30
		Post	0	0	1	3	1	3	20	67	8	27	
	B	Pre	1	1	6	7	11	13	50	60	15	18	83
		Post	2	2	4	5	14	17	43	52	20	24	
	C	Pre	3	4	4	5	7	8	48	58	21	25	83
		Post	5	6	3	4	11	13	43	52	21	25	
	D	Pre	5	5	8	9	9	10	43	46	28	30	93
		Post	4	4	7	8	8	9	53	57	21	23	
	E	Pre	1	1	9	12	10	14	40	54	14	19	74
		Post	1	1	3	4	11	15	34	46	25	34	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only
E - Comparison

TABLE 21

Distributions of Numbers and Percentages of 5th Grade Students' Responses to Questions on Elementary Self-Rating Questionnaire

QUESTIONS	Study Sample*		Professional Technical & Managerial		Clerical & Sales		Service Work		Marine, Agricultural & Forestry		Skilled		Semi-Skilled		Unskilled		Professional Athletics		Don't Know		Number
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Question 53. What kind of work do you think you will probably do when you grow up?	A	Pre	9	45	2	10	5	25	0	0	0	0	0	0	0	0	0	0	4	20	20
		Post	8	40	3	15	2	10	0	0	1	5	0	0	2	10	0	0	4	20	
	B	Pre	32	47	8	12	5	7	0	0	3	4	0	0	3	4	2	3	15	22	68
		Post	34	50	10	15	8	12	0	0	2	3	2	3	1	1	1	1	10	15	
	C	Pre	39	54	4	6	8	11	0	0	3	4	1	1	2	3	7	10	8	11	72
		Post	41	57	5	7	8	11	0	0	1	1	1	1	3	4	7	10	6	8	
	D	Pre	28	33	10	12	15	18	0	0	5	6	0	0	5	6	6	7	16	19	85
		Post	32	38	8	9	13	15	0	0	6	7	1	1	4	5	7	8	14	16	
	E	Pre	26	45	3	5	7	12	0	0	6	10	0	0	2	3	5	9	9	16	58
		Post	36	62	4	7	1	2	0	0	7	12	0	0	0	0	5	9	5	9	
Question 54. If you could do any kind of work you wish when you grow up, what would you like to do?	A	Pre	11	46	4	17	4	17	0	0	0	0	0	0	0	0	2	8	3	13	24
		Post	11	46	2	8	3	13	0	0	3	13	0	0	1	4	1	4	3	13	
	B	Pre	34	45	8	11	13	17	0	0	1	1	0	0	3	4	3	4	13	17	75
		Post	36	48	8	11	8	11	0	0	3	4	2	3	6	8	2	3	10	13	
	C	Pre	38	51	10	13	12	16	0	0	1	1	1	1	1	1	4	5	8	11	75
		Post	46	61	3	4	6	8	0	0	3	4	1	1	3	4	7	9	6	8	
	D	Pre	34	40	8	10	14	17	0	0	2	2	0	0	6	7	7	8	13	15	84
		Post	42	50	8	10	10	12	0	0	2	2	3	4	1	1	6	7	12	14	
	E	Pre	34	54	2	3	10	16	0	0	3	5	1	2	4	6	5	8	4	6	63
		Post	44	70	6	10	1	2	0	0	5	8	1	2	0	0	5	8	1	2	

*Study Samples: A - ESEA with Team Teaching
B - ESEA without Team Teaching
C - ESEA - SB 28
D - SB 28 only
E - Comparison

ELEMENTARY PRINCIPAL QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School _____

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 3 on 2 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			1 16.7%	5 83.3%		
2. In providing more opportunities for individualized instruction?			1 16.7%	5 83.3%		
a. More general assistance on seatwork and homework assignments?			2 33.3%	4 66.7%		
b. More general assistance on special interest projects?			4 66.7%	2 33.3%		
c. Opportunities to work with selected students who need remedial help?			2 33.3%	4 66.7%		
d. Opportunities to work with selected students who need enrichment activities?			3 50.0%	3 50.0%		
3. In providing opportunities for more meaningful oral language usage?			2 33.3%	4 66.7%		
4. In providing opportunities for more meaningful oral reading practice?				6 100.0%		
5. In developing in students respect for others and desirable standards of behavior?			4 66.7%	2 33.3%		
6. In raising the achievement levels of your students?			3 50.0%	3 50.0%		

School _____

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 5 on 4 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			1 16.7%	2 33.3%	3 50.0%	
2. In providing more opportunities for individualized instruction?			1 16.7%	1 16.7%	3 50.0%	1 16.7%
a. More general assistance on seatwork and homework assignments?			1 16.7%	2 33.3%	3 50.0%	
b. More general assistance on special interest projects?			1 16.7	2 33.3%	3 50.0%	
c. Opportunities to work with selected students who need remedial help?				3 50.0%	3 50.0%	
d. Opportunities to work with selected students who need enrichment activities?				3 50.0%	3 50.0%	
3. In providing opportunities for more meaningful oral language usage?				3 50.0%	3 50.0%	
4. In providing opportunities for more meaningful oral reading practice?				3 50.0%	3 50.0%	
5. In developing in students respect for others and desirable standards of behavior?			2 33.3%	1 16.7%	3 50.0%	
6. In raising the achievement levels of your students?			1 16.7%	2 33.3%	3 50.0%	

School _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?			1 16.7%	5 83.3%		
2. In providing health education to encourage desirable pupil health standards?		1 16.7%	1 16.7%	4 66.7%		
3. In the follow-up on health recommendations and referrals?			2 33.3%	4 66.7%		
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?			1 16.7%	5 83.3%		
5. In assisting to identify students in need of health services or other assistance?			2 33.3%	4 66.7%		

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In general, how valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?	1 16.7%		1 16.7%	4 66.7%		
2. Improving the basic skills involved in reading and language development?		1 15.7%	1 16.7%	4 66.7%		
3. Increasing pupil motivation and interest in reading and language?		1 16.7%	1 16.7%	4 66.7%		
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?	1 16.7%			4 66.7%	1 16.7%	

School _____

Please check (✓) the appropriate box at the right	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the Teacher Assistant in Reading Development been:						
1. In coordinating the development of the Reading and Language Program in your school?			2 33.3%	4 66.7%		
2. In providing assistance relating to the use of new and supplementary materials?			2 33.3%	4 66.7%		
3. In providing help in instructional planning?		1 16.7%	1 16.7%	4 66.7%		
4. In providing direct in-service experiences?			2 33.3%	4 66.7%		

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Professional Librarian assigned to your school been in terms of:						
1. Increasing student use of the library?			1 16.7%	5 83.3%		
2. Increasing the availability of the library for individual, group and classroom use?			1 16.7%	5 83.3%		
3. Acting as individual reading advisor to your students with special interests and needs?			4 66.7%	2 33.3%		
4. Providing help to you in gaining knowledge of the resources which will supplement your particular curriculum area?			2 33.3%	4 66.7%		
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?			2 33.3%	3 50.0%	1 16.7%	

School _____

1. Did you receive any services from the consultant in Individual Guidance? Yes [5] 83.3% No [ ]

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to you? Yes [5] 83.3% No [ ]	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful was the guidance consultant's service in:						
3. Assisting you to understand children's behavior?		1 16.7%		5 83.3%		
4. Planning useful steps in your work with children of your class?			2 33.3%	4 66.7%		
5. Channeling the children's efforts toward better achievement and behavior?			1 16.7%	5 83.3%		
6. Helping you feel more secure or comfortable in working with the children?			1 16.7%	5 83.3%		
7. Facilitating communication with hard-to-reach parents?				5 83.3%	1 16.7%	
8. Securing helpful community services?			1 16.7%	4 66.7%	1 16.7%	
9. Assisting with the development of special plans or programming for individual children in your class?			1 16.7%	5 83.3%		

School _____

1. Did you receive any services from the Research Department Psychological Evaluation Service? Yes [6] 100.0% No [ ]

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How <u>helpful</u> has the <u>Research Department Psychological Testing Service</u> been to the staff:	No Help	Little Help	Some Help	Much Help	Don't Know	
2. In providing aid in the early diagnosis of learning problems?			3 50.0%	3 50.0%		
3. In assisting in the evaluation of high and low potential students?			1 16.7%	4 66.7%	1 16.7%	
4. In assisting with the evaluation of social and educational adjustment of pupils?		1 16.7%		4 66.7%	1 16.7%	

How <u>helpful</u> have the <u>New Instructional Equipment, Books and Supplies</u> been to the staff:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. In their efforts to improve student reading and language skills?			2 33.3%	4 66.7%		
2. In stimulating general pupil interest and curiosity?			2 33.3%	4 66.7%		
3. In providing first-hand contact with "common" objects and materials not found in the home?			1 16.7%	4 66.7%		1 16.7%
4. In providing general conditions conducive to more effective learning?			1 16.7%	5 83.3%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How <u>effective</u> has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?		1 16.7%		5 83.3%		
2. In reducing the number of minor infractions of classroom rules?		1 16.7%	2 33.3%	3 50.0%		
3. In providing improved classroom control and management?		1 16.7%		5 83.3%		

School _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?			2 33.3%	4 66.7%		
2. In providing needed experiential background for increased perceptual and intellectual development?			2 33.3%	4 66.7%		
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?			3 50.0%	3 50.0%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?				6 100.0%		
2. In providing needed experiential background for increased perceptual and intellectual development?				6 100.0%		
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?				6 100.0%		

School _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did any staff members participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?			6 100.0%			4 66.7%	2 33.3%		
2. Classroom observations?			6 100.0%			3 50.0%	2 33.3%	1 16.7%	
3. Other inter-school visitations?			6 100.0%			2 33.3%	3 50.0%	1 16.7%	
4. Other? (Please specify) _____									
a. Workshop	5 80.8%		1 16.2%				1 100.0%		
b.									
c.									

Did any staff members participate in any on-site in-service activities which:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?	1 16.7%		5 83.3%			2 40.0%	3 60.0%		
2. Provided opportunities to examine, evaluate and select the best new materials?	1 16.7%	1 16.7%	4 66.7%			2 50.0%	2 50.0%		
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?	1 16.7%		5 83.3%			1 20.0%	4 80.0%		

*This column was not included on the original questionnaire.

School _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did any classes participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Special Programs (Film, speakers, etc)?	1 16.7%	3 50.0%	2 33.3%				2 100.0%		
2. Activity Exchanges (Rhythms, P. E., etc.)?		4 66.7%	2 33.3%			1 50.0%	1 50.0%		
3. Teacher Exchanges? (Instruction at another school site).		6 100.0%							
4. Joint student discussion or Planning Groups?		5 83.3%	1 16.7%			1 100.0%			
5. Study Tours?		3 50.0%	3 50.0%			1 33.3%	2 66.7%		
6. Other? (Please specify)									
a.									
b.									
c.									

*This column was not included on the original questionnaire.

500

APPENDIX, I-D-5

School _____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response	
1. Been able to interact positively with children?			6 100.0%		2 33.3%	4 66.7%			
2. Willingly accepted all assignments?			6 100.0%			2 33.3%	4 66.7%		
3. Accepted suggestions and guidance freely?			6 100.0%			3 50.0%	3 50.0%		
4. Shown interest in their work?			6 100.0%			2 33.3%	4 66.7%		
5. Exhibited on-the-job growth?			6 100.0%			3 50.0%	3 50.0%		
6. Shown initiative in the performance of routine duties?			6 100.0%			5 83.3%	1 16.7%		
7. Been punctual and maintained good attendance?			6 100.0%			4 66.7%	2 33.3%		

*This column was not included on the original questionnaire.

School _____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	No Response*	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?			6 100.0%				3 50.0%	3 50.0%		
2. Encouraged students to communicate orally?			6 100.0%				3 50.0%	3 50.0%		
3. Guided pupils through example, redirection and speech?			6 100.0%				5 83.3%	1 16.7%		
4. Encouraged correct pupil usage of materials?			6 100.0%				3 50.0%	3 50.0%		
5. Prepared materials (Displays, charts, etc.)?			6 100.0%				3 50.0%	3 50.0%		
6. Maintained classroom equipment and supplies?			6 100.0%				3 50.0%	3 50.0%		
7. Used ditto machines and other similar equipment?			6 100.0%				1 16.7%	5 83.3%		
8. Maintained an orderly room environment?			6 100.0%			1 16.7%	2 33.3%	3 50.0%		
9. Supervised students during cafeteria hours?		1 16.7%	5 83.3%				1 20.0%	3 60.0%	1 20.0%	
10. Supervised students in halls during recess or noon periods?			6 100.0%				2 33.3%	3 50.0%	1 16.7%	
11. Assisted teachers with yard supervision?		1 16.7%	5 83.3%					4 80.0%	1 20.0%	
12. Accompanied students on study tours?			6 100.0%					6 100.0%		
13. Acted as a liaison between school and community in the interpretation of school programs?			6 100.0%				2 33.3%	4 66.7%		

*This column was not included on the original questionnaire.

School _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		2 33.3%	4 66.7%		
2. Nurse and Program of Health Services		5 83.3%	1 16.7%		
3. Remedial Reading Workshop		2 33.3%	4 66.7%		
4. Teacher Assistant in Reading Development		2 33.3%	4 66.7%		
5. Professional Librarian		4 66.7%	2 33.3%		
6. Consultant in Individual Guidance		2 33.3%	4 66.7%		
7. Research Department Psychological Evaluation Service		5 83.3%	1 16.7%		
8. New Instructional Equipment, Books and Supplies		3 50.0%	3 50.0%		
9. Cultural Enrichment Activities-On Site		4 66.7%	2 33.3%		
10. Cultural Enrichment Activities-Study Tours		4 66.7%	2 33.3%		
11. In-Service Activities-Centrally Organized by District ESEA Office		4 66.7%	2 33.3%		
12. In-Service Activities-On Site		1 16.7%	5 83.3%		
13. Inter-School Activities with Integration Model Schools		2 33.3%	3 50.0%	1 16.7%	
14. Teacher Aides		3 50.0%	3 50.0%		

FMM:im 3/23/67

ELEMENTARY PRINCIPAL QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School_____

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the Reduced Class Size been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			2 22.2%	7 77.8%		
2. In providing more opportunities for individual instruction?			5 55.6%	3 33.3%		1 11.1%
a. More general assistance on seatwork and homework assignments?			5 55.6%	4 44.4%		
b. More general assistance on special interest projects?		1 11.1%	4 44.4%	4 44.4%		
c. Opportunities to work with selected students who need remedial help?			5 55.6%	4 44.4%		
d. Opportunities to work with selected students who need enrichment activities?		1 11.1%	4 44.4%	4 44.4%		
3. In providing opportunities for more meaningful oral language usage?		1 11.1%	3 33.3%	5 55.6%		
4. In providing opportunities for more meaningful oral reading practice?		1 11.1%	3 33.3%	5 55.6%		
5. In developing in students respect for others and desirable standards of behavior?		2 22.2%	4 44.4%	3 33.3%		
6. In raising the achievement levels of your students?		1 11.1%	5 55.5%	2 22.2%	1 11.1%	

School _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has the Nurse and the <u>Program of Health Services</u> been:						
1. In assisting students to secure needed health services?			3 33.3%	6 66.7%		
2. In providing health education to encourage desirable pupil health standards?		1 11.1%	3 33.3%	5 55.6%		
3. In the follow-up on health recommendations and referrals?			2 22.2%	7 77.8%		
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?			1 11.1%	8 88.9%		
5. In assisting to identify students in need of health services or other assistance?			2 22.2%	7 77.8%		

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In general, how <u>valuable</u> has the <u>Remedial Reading Workshop</u> been in:						
1. Meeting the needs of students most in need of remedial help?		1 11.1%	5 55.6%	3 33.3%		
2. Improving the basic skills involved in reading and language development?			4 44.4%	5 55.6%		
3. Increasing pupil motivation and interest in reading and language?			3 33.3%	6 66.7%		
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable hem to participate in regular classroom instruction?			6 66.7%	3 33.3%		

School _____

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the Teacher Assistant in Reading Development been:						
1. In coordinating the development of the Reading and Language Program in your school?			2 22.2%	7 77.7%		
2. In providing assistance relating to the use of new and supplementary materials?			1 11.1%	8 88.9%		
3. In providing help in instructional planning?			2 22.2%	7 77.8%		
4. In providing direct in-service experiences?			3 33.3%	6 66.7%		

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Professional Librarian assigned to your school been in terms of:						
1. Increasing student use of the library?			2 22.2%	7 77.8%		
2. Increasing the availability of the library for individual, group and classroom use?			1 11.1%	8 88.9%		
3. Acting as individual reading advisor to students with special interests and needs?			3 33.3%	6 66.7%		
4. Providing help to teachers in gaining knowledge of the resources which will supplement their particular curriculum area?		1 11.1%	3 33.3%	5 55.6%		
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?			2 22.2%	7 77.8%		

School_____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ No ☐

   Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

   Yes 9 (100.0%)

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. Would more contact (or time) with the consultant have been helpful to the staff? Yes ☐ 8 (88.9%) No ☐ 1 (11.1%)						
How helpful was the guidance consultant's service in: 3. Assisting staff members to understand children's behavior?			5 55.6%	4 44.4%		
4. Planning useful steps in staff member's work with children of their class?		1 11.1%	5 55.6%	3 33.3%		
5. Channeling the children's efforts toward better achievement and behavior?		1 11.1%	4 44.4%	3 33.3%		1 11.1%
6. Helping staff members feel more secure or comfortable in working with the children?			4 44.4%	5 55.6%		
7. Facilitating communication with hard-to-reach parents?		2 22.2%	3 33.3%	4 44.4%		
8. Securing helpful community services?		3 33.3%	2 22.2%	3 33.3%	1 11.1%	
9. Assisting with the development of special plans or programming for individual children in classes?		1 11.1%	3 33.3%	4 44.4%	1 11.1%	

1. Did you receive any services from the Research Department Psychological Evaluation Service? Yes [8] 88.9% No [ ]

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been to the staff:	No Help	Little Help	Some Help	Much Help	Don't Know	
2. In providing aid in the early diagnosis of learning problems?		1 11.1%	5 55.6%	3 33.3%		
3. In assisting in the evaluation of high and low potential students?				9 100.0%		
4. In assisting with the evaluation of social and educational adjustment of pupils?		2 22.2%	2 22.2%	4 44.4%	1 11.1%	

How helpful have the New Instructional Equipment, Books and Supplies been to the staff:	No Help	Little Help	Some Help	Much Help	Don't Know	
1. In their efforts to improve student reading and language skills?			4 44.4%	5 55.6%		
2. In stimulating general pupil interest and curiosity?			5 55.6%	4 44.4%		
3. In providing first-hand contact with "common" objects and materials not found in the home?			5 55.6%	4 44.4%		
4. In providing general conditions conducive to more effective learning?			4 44.4%	5 55.6%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?			5 55.6%	4 44.4%		
2. In reducing the number of minor infractions of classroom rules?		1 11.1%	6 66.7%	2 22.2%		
3. In providing improved classroom control and management?		1 11.1%	5 55.6%	3 33.3%		

School _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?		2 22.2%	4 44.4%	3 33.3%		
2. In providing needed experiential background for increased perceptual and intellectual development?			3 33.3%	6 66.7%		
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?		1 11.1%	3 33.3%	5 55.6%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?			5 55.6%	4 44.4%		
2. In providing needed experiential background for increased perceptual and intellectual development?			1 11.1%	8 88.9%		
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?			2 22.2%	7 77.8%		

School _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did any staff members participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?			9 100.0%		3 33.3%	5 55.6%			1 11.1%
2. Classroom observations?			9 100.0%			6 66.7%	2 22.2%		1 11.1%
3. Other inter-school visitations?		2 22.2%	7 77.8%			4 57.1%	2 28.6%		1 14.3%
4. Other? (Please specify)									
a. Human Relations Conference		8 88.9%	1 11.1%				1 100.0%		
b.									
c.									

Did any staff members participate in any on-site in-service activities which:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?			9 100.0%		2 22.2%	5 55.6%	1 11.1%		1 11.1%
2. Provided opportunities to examine, evaluate and select the best new materials?		2 22.2%	7 77.8%		1 14.3%	3 42.9%	2 28.6%		1 14.3%
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?			9 100.0%		1 11.1%	3 33.3%	4 44.4%		1 11.1%

*This column was not included on the original questionnaire.

School _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did any classes participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Special Programs (Film, speakers, etc)?	2 22.2%	5 55.6%	2 22.2%				1 50.0%		1 50.0%
2. Activity Exchanges (Rhythms, P. E., etc.)?	1 11.1%	6 66.7%	2 22.2%		1 50.0%		1 50.0%		
3. Teacher Exchanges? (Instruction at another school site).	1 11.1%	8 88.9%							
4. Joint student discussion or Planning Groups?		3 33.3%	6 66.7%			3 50.0%	2 33.3%		1 16.7%
5. Study Tours?		2 22.2%	7 77.8%		1 14.3%	1 14.3%	3 42.9%		2 28.6%
6. Other? (Please specify)									
a. Correspondence	5 55.6%		4 44.4%		1 25.0%		3 75.0%		
b. Cafeteria Lunch									
c. Tour									

*This column was not included on the original questionnaire.

School _____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response	
1. Been able to interact positively with children?			9 100.0%		2 22.2%	5 55.6%	1 11.1%	1 11.1%	
2. Willingly accepted all assignments?			9 100.0%		1 11.1%	4 44.4%	3 33.3%	1 11.1%	
3. Accepted suggestions and guidance freely?			9 100.0%		3 33.3%	3 33.3%	2 22.2%	1 11.1%	
4. Shown interest in their work?			9 100.0%		1 11.1%	6 66.7%	1 11.1%	1 11.1%	
5. Exhibited on-the-job growth?			9 100.0%		1 11.1%	5 55.6%	2 22.2%	1 11.1%	
6. Shown initiative in the performance of routine duties?			9 100.0%		1 11.1%	6 66.7%	1 11.1%	1 11.1%	
7. Been punctual and maintained good attendance?			9 100.0%		3 33.3%	4 44.4%	1 11.1%	1 11.1%	

*This column was not included on the original questionnaire.

School _____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	No Response*	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?			9 100.0%				3 33.3%	5 55.6%		1 11.1%
2. Encouraged students to communicate orally?			8 88.9%	1 11.1%		1 12.5%	5 62.5%	1 12.5%		1 12.5%
3. Guided pupils through example, redirection and speech?			9 100.0%			3 33.3%	3 33.3%	2 22.2%		1 11.1%
4. Encouraged correct pupil usage of materials?		1 11.1%	7 77.8%	1 11.1%			4 57.1%	2 28.6%		1 14.3%
5. Prepared materials (Displays, charts, etc.)?			9 100.0%				2 22.2%	6 66.7%		1 11.1%
6. Maintained classroom equipment and supplies?		1 11.1%	8 88.9%					7 87.5%		1 12.5%
7. Used ditto machines and other similar equipment?			9 100.0%				2 22.2%	6 66.7%		1 11.1%
8. Maintained an orderly room environment?			9 100.0%				2 22.2%	6 66.7%		1 11.1%
9. Supervised students during cafeteria hours?		7 77.8%	2 22.2%				1 50.0%	1 50.0%		
10. Supervised students in halls during recess or noon periods?		4 44.4%	5 55.6%				3 60.0%	2 40.0%		
11. Assisted teachers with yard supervision?		3 33.3%	6 66.7%				3 50.0%	2 33.3%		1 16.7%
12. Accompanied students on study tours?			9 100.0%				1 11.1%	7 77.8%		1 11.1%
13. Acted as a liaison between school and community in the interpretation of school programs?			9 100.0%				3 33.3%	5 55.6%		1 11.1%

*This column was not included on the original questionnaire

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		6 66.7%	3 33.3%		
2. Nurse and Program of Health Services		4 44.4%	5 55.6%		
3. Remedial Reading Workshop		1 11.1%	8 88.9%		
4. Teacher Assistant in Reading Development		7 77.8%	2 22.2%		
5. Professional Librarian		6 66.7%	3 33.3%		
6. Consultant in Individual Guidance		3 33.3%	6 66.7%		
7. Research Department Psychological Evaluation Service		6 66.7%	3 33.3%		
8. New Instructional Equipment, Books and Supplies		5 55.6%	4 44.4%		
9. Cultural Enrichment Activities-On Site		5 55.6%	4 44.4%		
10. Cultural Enrichment Activities-Study Tours		5 55.6%	4 44.4%		
11. In-Service Activities-Centrally Organized by District ESEA Office	2 22.2%	4 44.4%	3 33.3%		
12. In-Service Activities-On Site		3 33.3%	6 66.7%		
13. Inter-School Activities with Integration Model Schools		3 33.3%	5 55.6%	1 11.1%	
14. Teacher Aides	1 11.1%	6 66.7%	2 22.2%		

FMM:im 3/23/67

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY PRINCIPAL QUESTIONNAIRE

School _____

Please make a check mark in the appropriate box at the right of each question in this questionnaire that most nearly represents your knowledge or opinion of that question. Please respond to every question. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the reduced class size been to your staff:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			2 33.3%	4 66.7%		
2. In providing more opportunities for individualized instruction?			1 16.7%	5 83.3%		
a. More general assistance on seatwork and homework assignments?			4 66.7%	2 33.3%		
b. More general assistance on special interest projects?		1 16.7%	1 16.7%	4 66.7%		
c. Opportunities to work with selected students who need remedial help?			4 66.7%	2 33.3%		
d. Opportunities to work with selected students who need enrichment activities?			3 50.0%	3 50.0%		
3. In providing opportunities for more meaningful oral language usage?			1 16.7%	5 83.3%		
4. In providing opportunities for more meaningful oral reading practice?			3 50.0%	2 33.3%		1 16.7%
5. In developing in students respect for others and desirable standards of behavior?			4 66.7%	2 33.3%		
6. In raising the achievement levels of your students?			5 83.3%		1 16.7%	

School _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has <u>the reduced class size</u> been to your staff:						
1. In increasing opportunities to stimulate general pupil interest and curiosity?			3 50.0%	3 50.0%		
2. In providing opportunities to create a stimulating, flexible program of daily instruction?			5 83.3%	1 16.7%		
3. In providing opportunities to adequately diagnose and improve the basic skills involved in particular subject areas?			4 66.7%	2 33.3%		
4. In providing opportunities <u>to identify</u> students who are in need of special services or other assistance?			3 50.0%	3 50.0%		
5. In increasing opportunities to refer students to the nurse and other personnel for needed services or other assistance?			2 33.3%	4 66.7%		
6. In providing opportunities to develop in students desirable standards of self-analysis, self-criticism and self-improvement?			4 66.7%	2 33.3%		
7. In creating a general atmosphere and environment more conducive to effective student learning?			3 50.0%	3 50.0%		

School _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What <u>effect</u> do you feel <u>the reduced class size</u> has had:						
1. In improving individual pupil adjustment?			6 100.0%			
2. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?		1 16.7%	2 33.3%	3 50.0%		
3. In reducing the number of minor infractions of classroom rules?		1 16.7%	3 50.0%	2 33.3%		
4. In providing improved classroom control and management?		1 16.7%	2 33.3%	3 50.0%		
5. In decreasing the amount of instructional planning and preparation?		2 33.3%	2 33.3%	1 16.7%	1 16.7%	
6. In increasing the time for instructional planning and preparation?		3 50.0%	3 50.0%			
7. In improving instruction through increased flexibility of student grouping within the classroom?		1 16.7%	3 50.0%	2 33.3%		
8. In improving teacher morale?			1 16.7%	4 66.7%		1 16.7%

ELEMENTARY TEACHER QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

Please check one of the following categories to indicate your teaching assignment:

- ☐ Regular classroom teacher participating in 3 on 2 Program
- ☐ Swing teacher participating in 3 on 2 Program
- ☐ Regular classroom teacher participating in 5 on 4 Program
- ☐ Swing teacher participating in 5 on 4 Program
- ☐ Regular classroom teacher not participating in either 3 on 2 Program or 5 on 4 Program

School _____

Grade Kindergarten

Regardless of your teaching assignment, please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 3 on 2 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			2 16.7%	4 33.3%	6 50.0%	
2. In providing more opportunities for individualized instruction?			3 25.0%	3 25.0%	5 41.7%	1 8.3%
a. More general assistance on seatwork and homework assignments?			3 25.0%	4 33.3%	4 33.3%	1 8.3%
b. More general assistance on special interest projects?		3 25.0%		1 8.3%	7 58.3%	1 8.3%
c. Opportunities to work with selected students who need remedial help?		2 16.7%	1 8.3%	3 25.0%	5 41.7%	1 8.3%
d. Opportunities to work with selected students who need enrichment activities?	2 16.7%		1 8.3%	2 16.7%	6 50.0%	1 8.3%
3. In providing opportunities for more meaningful oral language usage?			2 16.7%	2 16.7%	8 66.7%	
4. In providing opportunities for more meaningful oral reading practice?			2 16.7%	3 25.0%	6 50.0%	1 8.3%
5. In developing in students respect for others and desirable standards of behavior?	3 25.0%			2 16.7%	7 58.3%	
6. In raising the achievement levels of your students?			4 33.3%	2 16.7%	6 50.0%	

Please check one of the following categories to indicate your teaching assignment:

School _____

Grade Kindergarten

- ☐ Regular classroom teacher participating in 3 on 2 Program
- ☐ Swing teacher participating in 3 on 2 Program
- ☐ Regular classroom teacher participating in 5 on 4 Program
- ☐ Swing teacher participating in 5 on 4 Program
- ☐ Regular classroom teacher not participating in either 3 on 2 Program or 5 on 4 Program

Regardless of your teaching assignment, please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 5 on 4 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			1 8.3%	1 8.3%	9 75.0%	1 8.3%
2. In providing more opportunities for individualized instruction?			1 8.3%	2 16.7%	8 66.7%	1 8.3%
a. More general assistance on seatwork and homework assignments?			2 16.7%	1 8.3%	7 58.3%	2 16.7%
b. More general assistance on special interest projects?			2 16.7%		8 66.7%	2 16.7%
c. Opportunities to work with selected students who need remedial help?			1 8.3%	2 16.7%	7 58.3%	2 16.7%
d. Opportunities to work with selected students who need enrichment activities?			1 8.3%	2 16.7%	7 58.3%	2 16.7%
3. In providing opportunities for more meaningful oral language usage?			2 16.7%		9 75.0%	1 8.3%
4. In providing opportunities for more meaningful oral reading practice?			2 16.7%	1 8.3%	8 66.7%	1 8.3%
5. In developing in students respect for others and desirable standards of behavior?	1 8.3%			2 16.7%	8 66.7%	1 8.3%
6. In raising the achievement levels of your students?				2 16.7%	9 75.0%	1 8.3%

School _____

Grade Kindergarten

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?			4 33.3%	8 66.7%		
2. In providing health education to encourage desirable pupil health standards?			5 41.7%	6 50.0%	1 8.3%	
3. In the follow-up on health recommendations and referrals?			4 33.3%	8 66.7%		
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?	1 8.3%		1 8.3%	8 66.7%	2 16.7%	
5. In assisting to identify students in need of health services or other assistance?	1 8.3%		2 16.7%	9 75.0%		

520

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In general, how valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?			1 8.3%	4 33.3%	7 58.3%	
2. Improving the basic skills involved in reading and language development?			1 8.3%	4 33.3%	7 58.3%	
3. Increasing pupil motivation and interest in reading and language?			1 8.3%	2 16.7%	9 75.0%	
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?				3 25.0%	9 75.0%	

APPENDIX I-D-8

School _____

Grade Kindergarten

Please check (✓) the appropriate box at the right	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
How valuable has the Teacher Assistant in Reading Development been:						
1. In coordinating the development of the Reading and Language Program in your school?			3 25.0%	4 33.3%	4 33.3%	1 8.3%
2. In providing assistance relating to the use of new and supplementary materials?	1 8.3%	1 8.3%	3 25.0%	3 25.0%	4 33.3%	
3. In providing help in instructional planning?	1 8.3%		5 41.7%	1 8.3%	5 41.7%	
4. In providing direct in-service experiences?			4 33.3%	1 8.3%	7 58.3%	

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Professional Librarian assigned to your school been in terms of:						
1. Increasing student use of the library?				11 91.7%	1 8.3%	
2. Increasing the availability of the library for individual, group and classroom use?				11 91.7%	1 8.3%	
3. Acting as individual reading advisor to your students with special interests and needs?	2 16.7%		2 16.7%	3 25.0%	4 33.3%	1 8.3%
4. Providing help to you in gaining knowledge of the resources which will supplement your particular curriculum area?			1 8.3%	10 83.3%	1 8.3%	
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?			1 8.3%	11 91.7%		

School _____

Grade Kindergarten

1. Did you receive any services from the consultant in Individual Guidance?

Yes [7] 58.3% No [5] 41.6%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to you? Yes [10] 83.3% No [2] 16.7%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful was the guidance consultant's service in:						
3. Assisting you to understand children's behavior?	3 25.0%	1 8.3%	1 8.3%	5 41.7%	2 16.7%	
4. Planning useful steps in your work with children of your class?	4 33.3%	1 8.3%	3 25.0%	2 16.7%	2 16.7%	
5. Channeling the children's efforts toward better achievement and behavior?	5 41.7%	1 8.3%	2 16.7%	2 16.7%	2 16.7%	
6. Helping you feel more secure or comfortable in working with the children?	4 33.3%		3 25.0%	3 25.0%	2 16.7%	
7. Facilitating communication with hard-to-reach parents?	4 33.3%		3 25.0%	3 25.0%	2 16.7%	
8. Securing helpful community services?	5 41.7%		1 8.3%	1 8.3%	5 41.7%	
9. Assisting with the development of special plans or programming for individual children in your class?	4 33.3%		2 16.7%	3 25.0%	3 25.0%	

School _____

Grade Kindergarten

(The responses of the 7 teachers who received services from the consultant in individual guidance are indicated on this page.)

1. Did you receive any services from the consultant in Individual Guidance? Yes [7] 58.3% No [ ]

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. Would more contact (or time) with the consultant have been helpful to you? Yes [7] 100.0% No [ ]						
How helpful was the guidance consultant's service in: 3. Assisting you to understand children's behavior?		1 14.3%	1 14.3%	5 71.4%		
4. Planning useful steps in your work with children of your class?	1 14.3%	1 14.3%	3 42.9%	2 28.6%		
5. Channeling the children's efforts toward better achievement and behavior?	2 28.6%	1 14.3%	2 28.6%	2 28.6%		
6. Helping you feel more secure or comfortable in working with the children?	2 28.6%		1 14.3%	4 57.1%		
7. Facilitating communication with hard-to-reach parents?	1 14.3%		3 42.9%	2 28.6%	1 14.3%	
8. Securing helpful community services?	2 28.6%		1 14.3%	1 14.3%	3 42.9%	
9. Assisting with the development of special plans or programming for individual children in your class?	1 14.3%		2 28.6%	3 42.9%	1 14.3%	

School_____

Grade Kindergarten

1. Did you receive any services from the Research Department-Psychological Evaluation Service?

Yes	No
2	10
16.7%	83.3%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know	1/ No Response
2. In providing aid in the early diagnosis of learning problems?	4 33.3%		2 16.7%		4 33.3%	2 16.7%
3. In assisting in the evaluation of high and low potential students?	3 25.0%	1 8.3%	2 16.7%		4 33.3%	2 16.7%
4. In assisting with the evaluation of social and educational adjustment of pupils?	4 33.3%		2 16.7%		4 33.3%	2 16.7%

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. In your efforts to improve student reading and language skills?			9 75.0%	2 16.7%	1 8.3%	
2. In stimulating general pupil interest and curiosity?			7 58.3%	4 33.3%	1 8.3%	
3. In providing first-hand contact with "common" objects and materials not found in the home?		1 8.3%	7 58.3%	3 25.0%	1 8.3%	
4. In providing general conditions conducive to more effective learning?			8 66.7%	3 25.0%	1 8.3%	

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	1 8.3%	1 8.3%	4 33.3%	2 16.7%	4 33.3%	
2. In reducing the number of minor infractions of classroom rules?	1 8.3%	1 8.3%	4 33.3%	2 16.7%	4 33.3%	
3. In providing improved classroom control and management?	1 8.3%	1 8.3%	5 41.7%	1 8.3%	4 33.3%	

School _____

Grade Kindergarten

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?	3 25.0%	1 8.3%	2 16.7%	4 33.3%	2 16.7%	
2. In providing needed experiential background for increased perceptual and intellectual development?	2 16.7%	1 8.3%	3 25.0%	4 33.3%	2 16.7%	
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?	3 25.0%	1 8.3%	2 16.7%	4 33.3%	2 16.7%	

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?		2 16.7%	4 33.3%	5 41.7%	1 8.3%	
2. In providing needed experiential background for increased perceptual and intellectual development?			3 25.0%	9 75.0%		
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?		3 25.0%	4 33.3%	5 41.7%		

School _____

Grade Kindergarten

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?	1 8.3%	4 33.3%	7 58.3%		2 28.6%	4 57.1%	1 14.3%		
2. Classroom observations?	1 8.3%	10 83.3%	1 8.3%			1 100.0%			
3. Other inter-school visitations?		10 83.3%	2 16.7%			2 100.00%			
4. Other? (Please specify)	10 83.3%		2 16.7%				2 100.0%		
a. Faculty - Mr. Larsen									
b. Mrs. De Jean - Stitchery									
c.									

Did you participate in any on-site in-service activities which:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?	3 25.0%	4 33.3%	5 41.7%			1 20.0%	3 60.0%		1 20.0%
2. Provided opportunities to examine, evaluate and select the best new materials?	3 25.0%	4 33.3%	5 41.7%			3 60.0%	2 40.0%		
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?	3 25.0%	7 58.3%	2 16.7%			1 50.0%	1 50.0%		

*This column was not included on the original questionnaire.

School _____

Grade Kindergarten

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
Did your class participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving:									
1. Special Programs (Film, speakers, etc.)?	2 16.7%	10 83.3%							
2. Activity Exchanges (Rhythms, P. E., etc.)?	2 16.7%	10 83.3%							
3. Teacher Exchanges? (Instruction at another school site).	2 16.7%	10 83.3%							
4. Joint student discussion or Planning Groups?	2 16.7%	10 83.3%							
5. Study Tours?	2 16.7%	10 83.3%							
6. Other? (Please Specify) _____									
a.									
b.									
c.									

*This column was not included on the original questionnaire.

School _____

Grade Kindergarten

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ Yes ☐ 10 83.3% NR ☐ 2 16.7%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	1 8.3%		11 91.7%		1 9.1%	4 36.4%	3 27.3%	3 27.3%
2. Willingly accepted all assignments?	1 8.3%	1 8.3%	10 83.3%			3 30.0%	6 60.0%	1 10.0%
3. Accepted suggestions and guidance freely?	1 8.3%		11 91.7%			3 27.3%	7 63.6%	1 9.1%
4. Shown interest in their work?	1 8.3%		11 91.7%			6 54.5%	4 36.4%	1 9.1%
5. Exhibited on-the-job growth?	1 8.3%		11 91.7%		1 9.1%	9 81.8%	1 9.1%	
6. Shown initiative in the performance of routine duties?	1 8.3%	1 8.3%	10 83.3%		1 10.0%	5 50.0%	3 30.0%	1 10.0%
7. Been punctual and maintained good attendance?	2 16.7%	2 16.7%	8 66.7%			3 37.5%	5 62.5%	

*This column was not included on the original questionnaire.

School _____

Grade Kindergarten

(The responses of ten Kindergarten teachers who had Teacher Aides under their direct supervision are indicated on this page.)

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ Yes ☐ 10 83.3% NR ☐

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	1 10.0%		9 90.0%		1 11.1%	3 33.3%	2 22.2%	3 33.3%
2. Willingly accepted all assignments?	1 10.0%	1 10.0%	8 80.0%			2 25.0%	5 62.5%	1 12.5%
3. Accepted suggestions and guidance freely?	1 10.0%		9 90.0%			2 22.2%	6 66.7%	1 11.1%
4. Shown interest in their work?	1 10.0%		9 90.0%			4 44.4%	4 44.4%	1 11.1%
5. Exhibited on-the-job growth?	1 10.0%		9 90.0%		1 11.1%	7 77.8%	1 11.1%	
6. Shown initiative in the performance of routine duties?	1 10.0%		9 90.0%		1 11.1%	4 44.4%	3 33.3%	1 11.1%
7. Been punctual and maintained good attendance?	2 20.0%	2 20.0%	6 60.0%			2 33.3%	4 66.7%	

*This column was not included on the original questionnaire.

School _____

Grade Kindergarten

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?			12 100.0%				1 8.3%	10 83.3%		1 8.3%
2. Encouraged students to communicate orally?	1 8.3%	2 16.7%	9 75.0%				5 55.6%	3 33.3%		1 11.1%
3. Guided pupils through example, redirection and speech?	1 8.3%	4 33.3%	7 58.3%				4 57.1%	3 42.9%		
4. Encouraged correct pupil usage of materials?			12 100.0%				2 16.7%	10 83.3%		
5. Prepared materials (Displays, charts, etc.)?			12 100.0%				3 25.0%	9 75.0%		
6. Maintained classroom equipment and supplies?			12 100.0%				2 16.7%	10 83.3%		
7. Used ditto machines and other similar equipment?		2 16.7%	10 83.3%				2 20.0%	8 80.0%		
8. Maintained an orderly room environment?			12 100.0%				1 8.3%	11 91.7%		
9. Supervised students during cafeteria hours?	2 16.7%	7 58.3%	2 16.7%	1 8.3%			1 50.0%	1 50.0%		
10. Supervised students in halls during recess or noon periods?		7 58.3%	5 41.7%				1 20.0%	4 80.0%		
11. Assisted teachers with yard supervision?		4 33.3%	8 66.7%				2 25.0%	6 75.0%		
12. Accompanied students on study tours?			12 100.0%				1 8.3%	11 91.7%		
13. Acted as a liaison between school and community in the interpretation of school programs?	1 8.3%		5 41.7%	6 50.0%			2 40.0%	3 60.0%		

*This column was not included on the original questionnaire.

School _____

(The responses of 10 teachers who had Teacher Aides under their direct supervision are indicated on this page.)

Grade Kindergarten

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?			10 100.0%				1 10.0%	8 80.0%		1 10.0%
2. Encouraged students to communicate orally?	1 10.0%	1 10.0%	8 80.0%				4 50.0%	3 37.5%		1 12.5%
3. Guided pupils through example, redirection and speech?	1 10.0%	3 30.0%	6 60.0%				4 66.7%	2 33.3%		
4. Encouraged correct pupil usage of materials?			10 100.0%					10 100.0%		
5. Prepared materials (Displays, charts, etc.)?			10 100.0%				1 10.0%	9 90.0%		
6. Maintained classroom equipment and supplies?			10 100.0%					10 100.0%		
7. Used ditto machines and other similar equipment?		2 20.0%	8 80.0%					8 100.0%		
8. Maintained an orderly room environment?			10 100.0%					10 100.0%		
9. Supervised students during cafeteria hours?	2 20.0%	7 70.0%	1 10.0%					1 100.0%		
10. Supervised students in halls during recess or noon periods?		5 50.0%	5 50.0%				1 20.0%	4 80.0%		
11. Assisted teachers with yard supervision?		3 30.0%	7 70.0%				1 14.3%	6 85.7%		
12. Accompanied students on study tours?			10 100.0%					10 100.0%		
13. Acted as a liaison between school and community in the interpretation of school programs?	1 10.0%		4 40.0%	5 50.0%			1 25.0%	3 75.0%		

*This column was not included on the original questionnaire.

School _____

Grade Kindergarten

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		4 33.3%	7 58.3%		1 8.3%
2. Nurse and Program of Health Services		7 58.3%	4 33.3%	1 8.3%	
3. Remedial Reading Workshop		4 33.3%	3 25.0%	4 33.3%	1 8.3%
4. Teacher Assistant in Reading Development		4 33.3%	3 25.0%	3 25.0%	2 16.7%
5. Professional Librarian		6 50.0%	5 41.7%		1 8.3%
6. Consultant in Individual Guidance		4 33.3%	5 41.7%	1 8.3%	2 16.7%
7. Research Department Psychological Evaluation Service		3 25.0%	5 41.7%	2 16.7%	2 16.7%
8. New Instructional Equipment, Books and Supplies		7 58.3%	4 33.3%		1 8.3%
9. Cultural Enrichment Activities-On Site		4 33.3%	7 58.3%	1 8.3%	
10. Cultural Enrichment Activities-Study Tours		6 50.0%	6 50.0%		
11. In-Service Activities-Centrally Organized by District ESEA Office		9 75.0%		3 25.0%	
12. In-Service Activities-On Site		7 58.3%	1 8.3%	3 25.0%	1 8.3%
13. Inter-School Activities with Integration Model Schools	1 8.3%	4 33.3%	2 16.7%	4 33.3%	1 8.3%
14. Teacher Aides		10 83.3%	2 16.7%		

FMM:im 3/23/67

ELEMENTARY TEACHER QUESTIONNAIRE
Kindergarten

OAKLAND PUBLIC SCHOOLS
Research Department

School _____

Grade _____

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
How valuable has the Reduced Class Size been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			2 15.4%	10 76.9%	1 7.7%	
2. In providing more opportunities for individualized instruction?			4 30.8%	8 61.6%		1 7.7%
a. More general assistance on seatwork and homework assignments?		1 7.7%	3 23.1%	7 53.8%	1 7.7%	1 7.7%
b. More general assistance on special interest projects?		1 7.7%	3 23.1%	8 61.5%	1 7.7%	
c. Opportunities to work with selected students who need remedial help?		2 15.4%	1 7.7%	8 61.5%	1 7.7%	1 7.7%
d. Opportunities to work with selected students who need enrichment activities?		1 7.7%	3 23.1%	7 53.8%	1 7.7%	1 7.7%
3. In providing opportunities for more meaningful oral language usage?			2 15.4%	11 84.6%		
4. In providing opportunities for more meaningful oral reading practice?	1 7.7%		2 15.4%	4 30.8%	3 23.1%	3 23.1%
5. In developing in students respect for others and desirable standards of behavior?	1 7.7%		5 38.5%	7 53.8%		
6. In raising the achievement levels of your students?			3 23.1%	8 61.5%	1 7.7%	1 7.7%

School _____

Grade _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	NO Response
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?			3 23.1%	8 61.5%	2 15.4%	
2. In providing health education to encourage desirable pupil health standards?		2 15.4%	3 23.1%	6 46.2%	1 7.7%	1 7.7%
3. In the follow-up on health recommendations and referrals?			2 15.4%	8 61.5%	2 15.4%	1 7.7%
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?	1 7.7%	1 7.7%	1 7.7%	8 61.5%	2 15.4%	
5. In assisting to identify students in need of health services or other assistance?		2 15.4%	2 15.4%	8 61.5%	1 7.7%	

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In general, how valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?				1 7.7%	7 53.8%	5 38.5%
2. Improving the basic skills involved in reading and language development?				1 7.7%	7 53.8%	5 38.5%
3. Increasing pupil motivation and interest in reading and language?				1 7.7%	7 53.8%	5 38.5%
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?				1 7.7%	7 53.8%	5 38.5%

School _____

Grade _____

Please check (✓) the appropriate box at the right	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the Teacher Assistant in Reading Development been:						
1. In coordinating the development of the Reading and Language Program in your school?	1 7.7%		2 15.4%	3 23.1%	5 38.5%	2 15.4%
2. In providing assistance relating to the use of new and supplementary materials?			2 15.4%	3 23.1%	6 46.2%	2 15.4%
3. In providing help in instructional planning?		2 15.4%	2 15.4%	1 7.7%	6 46.2%	2 15.4%
4. In providing direct in-service experiences?	1 7.7%	1 7.7%	1 7.7%	1 7.7%	7 53.8%	2 15.4%

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Professional Librarian assigned to your school been in terms of:						
1. Increasing student use of the library?		1 7.7%	3 23.1%	4 30.8%	4 30.8%	1 7.7%
2. Increasing the availability of the library for individual, group and classroom use?	1 7.7%		3 23.1%	7 53.8%	1 7.7%	1 7.7%
3. Acting as individual reading advisor to your students with special interests and needs?	4 30.8%	1 7.7%	3 23.1%	1 7.7%	3 23.1%	1 7.7%
4. Providing help to you in gaining knowledge of the resources which will supplement your particular curriculum area?	1 7.7%	3 23.1%	3 23.1%	4 30.8%	1 7.7%	1 7.7%
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?	1 7.7%	1 7.7%	5 38.5%	5 38.5%		1 7.7%

School _____

Grade _____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ No ☐

5 38.5% 8 61.5%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	
2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ No ☐ 10 76.9% 3 23.1%						
How helpful was the guidance consultant's service in: 3. Assisting you to understand children's behavior?	5 38.5%	1 7.7%	2 15.4%	2 15.4%	1 7.7%	2 15.4%
4. Planning useful steps in your work with children of your class?	5 38.5%	2 15.4%	1 7.7%	2 15.4%	1 7.7%	2 15.4%
5. Channeling the children's efforts toward better achievement and behavior?	5 38.5%	2 15.4%		2 15.4%	2 15.4%	2 15.4%
6. Helping you feel more secure or comfortable in working with the children?	6 46.2%	1 7.7%	1 7.7%	2 15.4%	1 7.7%	2 15.4%
7. Facilitating communication with hard-to-reach parents?	7 53.8%	1 7.7%	1 7.7%	1 7.7%	1 7.7%	2 15.4%
8. Securing helpful community services?	8 61.5%		1 7.7%		2 15.4%	2 15.4%
9. Assisting with the development of special plans or programming for individual children in your class?	4 30.8%	3 23.1%		1 7.7%	2 15.4%	3 23.1%

School _____

Grade Kindergarten

1. Did you receive any services from the Research Department-Psychological Evaluation Service?

Yes ☐ 2 — 15.4% No ☐ 11 — 84.6%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. In providing aid in the early diagnosis of learning problems?	6 46.2%		1 7.7%	2 15.4%	3 23.1%	1 7.7%
3. In assisting in the evaluation of high and low potential students?	5 38.5%	1 7.7%	1 7.7%	1 7.7%	3 23.1%	2 15.4%
4. In assisting with the evaluation of social and educational adjustment of pupils?	6 46.2%		1 7.7%	1 7.7%	3 23.1%	2 15.4%

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. In your efforts to improve student reading and language skills?	1 7.7%		3 23.1%	6 46.2%	2 15.4%	1 7.7%
2. In stimulating general pupil interest and curiosity?	1 7.7%		4 30.8%	5 38.5%	2 15.4%	1 7.7%
3. In providing first-hand contact with "common" objects and materials not found in the home?	1 7.7%	2 15.4%	3 23.1%	3 23.1%	3 23.1%	1 7.7%
4. In providing general conditions conducive to more effective learning?	1 7.7%		5 38.5%	4 30.8%	2 15.4%	1 7.7%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	1 7.7%	3 23.1%	3 23.1%	1 7.7%	3 23.1%	2 15.4%
2. In reducing the number of minor infractions of classroom rules?		3 23.1%	4 30.8%	1 7.7%	3 23.1%	4 30.8%
3. In providing improved classroom control and management?		2 15.4%	4 30.8%	2 15.4%	3 23.1%	2 15.4%

School _____

Grade _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?	1 7.7%		5 38.5%	3 23.1%	3 23.1%	1 7.7%
2. In providing needed experiential background for increased perceptual and intellectual development?	1 7.7%		3 23.1%	4 30.8%	4 30.8%	1 7.7%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?	1 7.7%	1 7.7%	3 23.1%	2 15.4%	3 23.1%	3 23.1%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?		1 7.7%	2 15.4%	8 61.5%	1 7.7%	1 7.7%
2. In providing needed experiential background for increased perceptual and intellectual development?			4 30.8%	6 46.2%	2 15.4%	1 7.7%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?			5 38.5%	5 38.5%	2 15.4%	1 7.7%

School _____

Grade Kindergarten

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	No Response*	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?	2 15.4%	1 7.7%	10 76.9%		2 20.0%	6 60.0%	2 20.0%		
2. Classroom observations?	3 23.1%	6 46.2%	4 30.8%			3 75.0%	1 25.0%		
3. Other inter-school visitations?	6 46.2%	6 46.2%	1 7.7%			1 100.0%			
4. Other? (Please specify)									
a. Kindergarten Dinner Meeting	7 53.8%	1 7.7%	5 38.5%			2 40.0%	3 60.0%		
b. ~~Pre-School and Kindergarten~~ (Longfellow)									
c. Math Course									

Did you participate in any on-site in-service activities which:	No Response*	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?	5 38.5%	7 53.8%	1 7.7%				1 100.0%		
2. Provided opportunities to examine, evaluate and select the best new materials?	6 46.2%	7 53.8%							
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?	6 46.2%	4 30.8%	3 23.1%			1 33.3%	2 66.7%		

*This column was not included on the original questionnaire.

School _____

Grade _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
Did your class participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving: 1. Special Programs (Film, speakers, etc.)?		13 100.0%							
2 Activity Exchanges (Rhythms, P. E., etc.)?		13 100.0%							
3. Teacher Exchanges? (Instruction at another school site).	1 7.7%	12 92.3%							
4. Joint student discussion or Planning Groups?		13 100.0%							
5. Study Tours?		13 100.0%							
6. Other? (Please Specify)	7 53.8%	6 46.2%							
a.									
b.									
c.									

*This column was not included on the original questionnaire.

School _____

Grade _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ Yes ☐ 12 93.3% NR ☐ 1 7.7%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?			13 100.0%		2 15.4%	3 23.1%	8 61.5%	
2. Willingly accepted all assignments?			13 100.0%			1 7.7%	11 84.6%	1 7.7%
3. Accepted suggestions and guidance freely?	1 7.7%	1 7.7%	11 84.6%				10 90.9%	1 9.1%
4. Shown interest in their work?	1 7.7%		12 93.3%		1 8.3%	1 8.3%	10 83.3%	
5. Exhibited on-the-job growth?	2 15.4%	1 7.7%	10 76.9%		2 20.0%	2 20.0%	5 50.0%	1 10.0%
6. Shown initiative in the performance of routine duties?	3 23.1%		10 76.9%		2 20.0%	4 40.0%	3 30.0%	1 10.0%
7. Been punctual and maintained good attendance?	2 15.4%	2 15.4%	9 69.2%			1 11.1%	7 77.8%	1 11.1%

*This column was not included on the original questionnaire.

School _____

Grade _____

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?	1 7.7%	1 7.7%	11 84.6%				3 27.3%	8 72.7%		
2. Encouraged students to communicate orally?	1 7.7%	3 23.1%	9 69.7%				3 33.3%	5 55.6%		1 11.1%
3. Guided pupils through example, redirection and speech?	1 7.7%	4 30.8%	8 61.5%				5 62.5%	2 25.0%		1 12.5%
4. Encouraged correct pupil usage of materials?	1 7.7%	1 7.7%	11 84.6%			1 9.1%	2 18.2%	8 72.7%		
5. Prepared materials (Displays, charts, etc.)?			13 100.0%			1 7.7%	6 46.2%	6 46.2%		
6. Maintained classroom equipment and supplies?		2 15.4%	11 84.6%				2 18.2%	9 81.8%		
7. Used ditto machines and other similar equipment?		8 61.5%	5 38.5%				3 60.0%	2 40.0%		
8. Maintained an orderly room environment?	1 7.7%	2 15.4%	10 76.9%			2 20.0%	1 10.0%	5 50.0%		2 20.0%
9. Supervised students during cafeteria hours?	1 7.7%	7 53.8%	5 38.5%			1 20.0%		3 60.0%		1 20.0%
10. Supervised students in halls during recess or noon periods?	1 7.7%	7 53.8%	5 38.5%		1 20.0%		1 20.0%	2 40.0%		1 20.0%
11. Assisted teachers with yard supervision?	1 7.7%	6 46.2%	6 46.2%		1 16.7%		2 33.3%	3 50.0%		
12. Accompanied students on study tours?	1 7.7%	3 23.1%	9 69.7%				1 11.1%	7 77.8%		1 11.1%
13. Acted as a liaison between school and community in the interpretation of school programs?	2 15.4%	1 7.7%	7 53.8%	3 23.1%			3 42.9%	4 57.1%		

*This column was not included on the original questionnaire.

School _____

Grade _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		3 23.1%	8 61.5%	1 7.7%	1 7.7%
2. Nurse and Program of Health Services		2 15.4%	8 61.5%	1 7.7%	2 15.4%
3. Remedial Reading Workshop		1 7.7%	4 30.8%	7 53.8%	1 7.7%
4. Teacher Assistant in Reading Development		2 15.4%	4 30.8%	5 38.5%	2 15.4%
5. Professional Librarian		9 69.3%	3 23.1%		1 7.7%
6. Consultant in Individual Guidance		3 23.1%	8 61.5%	1 7.7%	1 7.7%
7. Research Department Psychological Evaluation Service		2 15.4%	6 46.2%	4 30.8%	1 7.7%
8. New Instructional Equipment, Books and Supplies		1 7.7%	9 69.2%	2 15.4%	1 7.7%
9. Cultural Enrichment Activities-On Site		1 7.7%	11 84.6%		1 7.7%
10. Cultural Enrichment Activities-Study Tours		1 7.7%	7 53.8%	3 23.1%	2 15.4%
11. In-Service Activities-Centrally Organized by District ESEA Office		2 15.4%	6 46.2%	3 23.1%	2 15.4%
12. In-Service Activities-On Site		2 15.4%	7 53.8%	2 15.4%	2 15.4%
13. Inter-School Activities with Integration Model Schools		1 7.7%	6 46.2%	4 30.8%	2 15.4%
14. Teacher Aides	1 7.7%	7 53.8%	4 30.8%	1 7.7%	

FMM:im 3/23/67

ELEMENTARY TEACHER QUESTIONNAIRE

Kindergarten

OAKLAND PUBLIC SCHOOLS
Research Department

☐ I was a teacher in this school last year (1965-66 school year)
☐ I was not a teacher in this school last year (1965-66 school year)

☐ I am a regular classroom teacher participating in the 3 on 2 Program
☐ I am a swing teacher participating in the 3 on 2 Program
☐ I am a regular classroom teacher not participating in the 3 on 2 Program

School _____

Grade _____

My average class size last year (1965-66 school year) was _____
My average class size this year (1966-67 school year is _____

Regardless of your response to the items above, please make a check mark in the appropriate box at the right of each question in this questionnaire that most nearly represents your knowledge or opinion of that question. Please respond to every question. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
544 How valuable has the reduced class size been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?			2 25.0%	6 75.0%		
2. In providing more opportunities for individualized instruction?			1 12.5%	7 87.5%		
a. More general assistance on seatwork and homework assignments?			3 37.5%	5 62.5%		
b. More general assistance on special interest projects?			3 37.5%	5 62.5%		
c. Opportunities to work with selected students who need remedial help?			2 25.0%	6 75.0%		
d. Opportunities to work with selected students who need enrichment activities?			2 25.0%	6 75.0%		
3. In providing opportunities for more meaningful oral language usage?			2 25.0%	6 75.0%		
4. In providing opportunities for more meaningful oral reading practice?				6 75.0%		2 25.0%
5. In developing in students respect for others and desirable standards of behavior?			3 37.5%	5 62.5%		
6. In raising the achievement levels of your students?			1 12.5%	6 75.0%	1 12.5%	

School _____

Grade Kindergarten

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the reduced class size been:						
1. In increasing opportunities to stimulate general pupil interest and curiosity?			3 37.5%	4 50.0%		1 12.5%
2. In providing opportunities to create a stimulating, flexible program of daily instruction?			6 75.0%	1 12.5%	1 12.5%	
3. In providing opportunities to adequately diagnose and improve the basic skills involved in particular subject areas?			5 62.5%	3 37.5%		
4. In providing opportunities to identify students who are in need of special services or other assistance?			5 62.5%	3 37.5%		
5. In increasing opportunities to refer students to the nurse and other personnel for needed services or other assistance?		1 12.5%	5 62.5%	2 25.0%		
6. In providing opportunities to develop in students desirable standards of self-analysis, self-criticism and self-improvement?		2 25.0%	6 75.0%			
7. In creating a general atmosphere and environment more conducive to effective student learning?			5 62.5%	3 37.5%		

School _____

Grade Kindergarten

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What <u>effect</u> do you feel <u>the reduced class size</u> has had:						
1. In improving individual pupil adjustment?			5 62.5%	3 37.5%		
2. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?			3 37.5%	4 50.0%	1 12.5%	
3. In reducing the number of minor infractions of classroom rules?		1 12.5%	4 50.0%	2 25.0%	1 12.5%	
4. In providing improved classroom control and management?			3 37.5%	5 62.5%		
5. In decreasing the amount of instructional planning and preparation?	1 12.5%	2 25.0%	2 25.0%	2 25.0%	1 12.5%	
6. In increasing the time for instructional planning and preparation?	1 12.5%	2 25.0%	2 25.0%	2 25.0%	1 12.5%	
7. In improving instruction through increased flexibility of student grouping within the classroom?			2 25.0%	5 62.5%		1 12.5%
8. In improving teacher morale?			1 12.5%	6 75.0%	1 12.5%	

FMM:im 3/24/67

ELEMENTARY TEACHER QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA

Please check one of the following categories to indicate your teaching assignment:

- ☐ Regular classroom teacher participating in 3 on 2 Program
- ☐ Swing teacher participating in 3 on 2 Program
- ☐ Regular classroom teacher participating in 5 on 4 Program
- ☐ Swing teacher participating in 5 on 4 Program
- ☐ Regular classroom teacher not participating in either 3 on 2 Program or 5 on 4 Program

School _____

Grade 1-6

Regardless of your teaching assignment, please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 3 on 2 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?		3 2.0%	27 17.8%	102 67.1%	20 13.2%	
2. In providing more opportunities for individualized instruction?	1 .7%	5 3.3%	31 20.4%	86 56.6%	21 13.8%	8 5.3%
a. More general assistance on seatwork and homework assignments?	2 1.3%	8 5.3%	46 30.3%	72 47.4%	19 12.5%	5 3.3%
b. More general assistance on special interest projects?	5 3.3%	17 11.2%	44 29.0%	54 35.5%	26 17.1%	6 4.0%
c. Opportunities to work with selected students who need remedial help?	3 2.0%	6 4.0%	29 19.1%	88 57.9%	22 14.5%	4 2.6%
d. Opportunities to work with selected students who need enrichment activities?	3 2.0%	12 7.9%	43 28.3%	64 42.1%	26 17.1%	4 2.6%
3. In providing opportunities for more meaningful oral language usage?	2 1.3%	7 4.6%	45 29.6%	72 47.4%	23 15.1%	3 2.0%
4. In providing opportunities for more meaningful oral reading practice?	2 1.3%	5 3.3%	33 21.7%	86 56.6%	22 14.5%	4 2.6%
5. In developing in students respect for others and desirable standards of behavior?	6 4.0%	25 16.5%	44 29.0%	43 28.3%	31 20.4%	3 2.0%
6. In raising the achievement levels of your students?	1 .7%	4 2.6%	49 32.2%	63 41.5%	32 21.1%	3 2.0%

Please check one of the following categories to indicate your teaching assignment:

1-A

School _____

Grade 1-6

- ☐ Regular classroom teacher participating in 3 on 2 Program
- ☐ Swing teacher participating in 3 on 2 Program
- ☐ Regular classroom teacher participating in 5 on 4 Program
- ☐ Swing teacher participating in 5 on 4 Program
- ☐ Regular classroom teacher not participating in either 3 on 2 Program or 5 on 4 Program

Regardless of your teaching assignment, please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In comparison to a single teacher, self-contained classroom, how valuable do you think the use of the 5 on 4 Teaching Plan has been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?		1 .7%	18 11.8%	40 26.3%	87 57.3%	6 4.0%
2. In providing more opportunities for individualized instruction?		4 2.6%	20 13.2%	36 23.7%	85 55.9%	7 4.6%
a. More general assistance on seatwork and homework assignments?		6 4.0%	18 11.8%	19 12.5%	31 20.4%	78 51.3%
b. More general assistance on special interest projects?		6 4.0%	23 15.1%	29 19.1%	87 57.3%	7 4.6%
c. Opportunities to work with selected students who need remedial help?		2 1.3%	22 14.5%	36 23.7%	86 56.6%	6 4.0%
d. Opportunities to work with selected students who need enrichment activities?		4 2.6%	25 16.5%	29 19.1%	88 57.9%	6 4.0%
3. In providing opportunities for more meaningful oral language usage?		2 1.3%	26 17.1%	32 21.1%	87 57.3%	5 3.3%
4. In providing opportunities for more meaningful oral reading practice?		2 1.3%	22 14.5%	34 22.4%	88 57.9%	6 4.0%
5. In developing in students respect for others and desirable standards of behavior?	3 2.0%	8 5.3%	27 17.8%	19 12.5%	90 59.2%	5 3.3%
6. In raising the achievement levels of your students?	1 .7%	1 .7%	30 19.7%	26 17.1%	89 58.6%	5 3.3%

School _____

Grade 1-6

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?		2 1.3%	38 25.0%	106 69.8%	6 4.0%	
2. In providing health education to encourage desirable pupil health standards?	2 1.3%	12 7.9%	46 30.3%	85 55.9%	7 4.6%	
3. In the follow-up on health recommendations and referrals?		2 1.3%	24 15.8%	111 73.0%	13 8.6%	2 1.3%
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?	1 .7%	3 2.0%	38 25.0%	91 59.9%	18 11.8%	1 .7%
5. In assisting to identify students in need of health services or other assistance?	2 1.3%	7 4.6%	28 18.4%	98 64.5%	16 10.5%	1 .7%

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In general, how valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?	2 1.3%	8 5.3%	27 17.8%	64 42.1%	48 31.6%	3 2.0%
2. Improving the basic skills involved in reading and language development?	2 1.3%	8 5.3%	20 13.2%	73 48.0%	47 30.9%	2 1.3%
3. Increasing pupil motivation and interest in reading and language?	4 2.6%	8 5.3%	27 17.8%	62 40.8%	48 31.6%	3 2.0%
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?	3 2.0%	8 5.3%	29 19.1%	56 36.9%	51 33.6%	5 3.3%

Grade _____

Please check (✓) the appropriate box at the right	No Value	Little Value	Some Value	Much Value	Don't Know	
How <u>valuable</u> has the <u>Teacher Assistant in Reading Development</u> been:						
1. In coordinating the development of the Reading and Language Program in your school?	5 3.3%	10 6.6%	44 29.0%	69 45.4%	17 11.2%	7 4.6%
2. In providing assistance relating to the use of new and supplementary materials?	3 2.0%	7 4.6%	40 26.3%	83 54.6%	13 8.6%	6 3.9%
3. In providing help in instructional planning?	12 7.9%	18 11.8%	36 23.7%	63 41.5%	16 10.5%	7 4.6%
4. In providing direct in-service experiences?	5 3.3%	14 9.2%	51 33.6%	62 40.8%	13 8.6%	7 4.6%

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has the <u>Professional Librarian</u> assigned to your school been in terms of:						
1. Increasing student use of the library?		1 .7%	31 20.4%	117 77.0%	1 .7%	2 1.3%
2. Increasing the availability of the library for individual, group and classroom use?	2 1.3%	3 2.0%	28 18.4%	116 76.3%	1 .7%	2 1.3%
3. Acting as individual reading advisor to your students with special interests and needs?	5 3.3%	17 11.9%	37 24.4%	85 55.9%	4 2.6%	4 2.6%
4. Providing help to you in gaining knowledge of the resources which will supplement your particular curriculum area?	3 2.0%	8 5.3%	43 28.3%	96 63.2%	1 .7%	1 .7%
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?		3 2.0%	29 19.1%	118 77.6%	2 1.3%	

School _____

Grade _____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ 108 71.1% No ☐ 36 23.7%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ 112 73.7% No ☐ 27 17.8%						
How helpful was the guidance consultant's service in:						
3. Assisting you to understand children's behavior?	29 19.1%	19 12.5%	49 32.2%	39 25.7%	16 10.5%	
4. Planning useful steps in your work with children of your class?	39 25.7%	28 18.4%	44 29.0%	24 15.8%	16 10.5%	1 .7%
5. Channeling the children's efforts toward better achievement and behavior?	33 21.7%	27 17.8%	38 25.0%	31 20.4%	22 14.5%	1 .7%
6. Helping you feel more secure or comfortable in working with the children?	38 25.0%	33 21.7%	33 21.7%	31 20.4%	16 10.5%	1 .7%
7. Facilitating communication with hard-to-reach parents?	45 29.6%	30 19.7%	24 15.8%	26 17.1%	23 15.1%	4 2.6%
8. Securing helpful community services?	39 25.7%	26 17.1%	24 15.8%	19 12.5%	42 27.6%	2 1.3%
9. Assisting with the development of special plans or programming for individual children in your class?	46 30.3%	25 16.5%	26 17.1%	32 21.1%	22 14.5%	1 .7%

School _____

Grade _____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ 108 71.1% No ☐

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ 86 79.6% No ☐ 17 15.7%						
How helpful was the guidance consultant's service in: 3. Assisting you to understand children's behavior?	11 10.2%	15 13.9%	44 40.7%	35 32.4%	3 2.8%	
4. Planning useful steps in your work with children of your class?	19 17.6%	25 23.2%	38 35.2%	23 21.3%	2 1.9%	1 .9%
5. Channeling the children's efforts toward better achievement and behavior?	13 12.0%	27 25.0%	32 29.6%	28 25.9%	7 6.5%	1 .9%
6. Helping you feel more secure or comfortable in working with the children?	19 17.6%	32 29.6%	27 25.0%	26 24.1%	3 2.8%	1 .9%
7. Facilitating communication with hard-to-reach parents?	27 25.0%	24 22.2%	22 20.4%	23 21.3%	11 10.2%	1 .9%
8. Securing helpful community services?	22 20.4%	21 19.5%	23 21.3%	16 14.8%	25 23.2%	1 .9%
9. Assisting with the development of special plans or programming for individual children in your class?	26 24.1%	20 18.5%	23 21.3%	30 27.8%	8 7.4%	1 .9%

School_____

Grade_____

1. Did you receive any services from the Research Department-Psychological Evaluation Service?

Yes ☐	No ☐
84	60
55.3%	39.5%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. In providing aid in the early diagnosis of learning problems?	25 16.5%	15 9.9%	53 34.9%	31 20.4%	27 17.8%	1 .7%
3. In assisting in the evaluation of high and low potential students?	20 13.2%	20 13.2%	40 26.3%	40 26.3%	29 19.1%	3 2.0%
4. In assisting with the evaluation of social and educational adjustment of pupils?	28 18.4%	25 16.5%	41 27.0%	24 15.8%	32 21.1%	2 1.3%

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. In your efforts to improve student reading and language skills?	1 .7%	6 4.0%	59 38.8%	82 54.0%	2 1.3%	2 1.3%
2. In stimulating general pupil interest and curiosity?	1 .7%	10 6.6%	56 36.9%	79 52.0%	3 2.0%	3 2.0%
3. In providing first-hand contact with "common" objects and materials not found in the home?	14 9.2%	9 5.9%	62 40.8%	54 35.5%	11 7.2%	2 1.3%
4. In providing general conditions conducive to more effective learning?	6 4.0%	9 5.9%	58 38.2%	71 46.7%	5 3.3%	3 2.0%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	19 12.5%	25 16.5%	56 36.8%	32 21.1%	17 11.2%	3 2.0%
2. In reducing the number of minor infractions of classroom rules?	19 12.5%	33 21.7%	57 37.5%	25 16.5%	16 10.5%	2 1.3%
3. In providing improved classroom control and management?	21 13.8%	26 17.1%	58 38.2%	29 19.1%	16 10.5%	2 1.3%

School_____

Grade_____

1. Did you receive any services from the Research Department-Psychological Evaluation Service? Yes ☐ No ☐

84
55.3%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know
2. In providing aid in the early diagnosis of learning problems?	8 9.5%	11 13.1%	41 48.8%	21 25.0%	3 3.6%
3. In assisting in the evaluation of high and low potential students?	2 2.4%	14 16.7%	31 36.9%	33 39.3%	4 4.8%
4. In assisting with the evaluation of social and educational adjustment of pupils?	9 10.7%	21 25.0%	28 33.3%	21 25.0%	5 6.0%

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know
1. In your efforts to improve student reading and language skills?					
2. In stimulating general pupil interest and curiosity?					
3. In providing first-hand contact with "common" objects and materials not found in the home?					
4. In providing general conditions conducive to more effective learning?					

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know
How effective has the total Program of Services at your school been:					
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?					
2. In reducing the number of minor infractions of classroom rules?					
3. In providing improved classroom control and management?					

School _____

Grade _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?	4 2.6%	15 9.9%	63 41.5%	48 31.6%	20 13.2%	2 1.3%
2. In providing needed experiential background for increased perceptual and intellectual development?	4 2.6%	9 5.9%	64 42.1%	59 38.8%	15 9.7%	1 .7%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?	4 2.6%	11 7.2%	58 38.2%	61 40.1%	16 10.5%	2 1.3%

555

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?		3 2.0%	56 36.9%	84 55.3%	8 5.3%	1 .7%
2. In providing needed experiential background for increased perceptual and intellectual development?		2 1.3%	39 25.7%	101 66.5%	8 5.3%	2 1.3%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?		3 2.0%	47 30.9%	93 61.2%	8 5.3%	1 .7%

School _____

Grade _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?		10 6.6%	122 80.3%	6 4.9%	14 11.5%	54 44.3%	44 36.1%	3 2.5%	1 .8%
2. Classroom observations?		17 11.2%	80 52.6%	2 2.5%	4 5.0%	32 40.0%	40 50.0%		2 2.5%
3. Other inter-school visitations?		87 57.3%	43 28.3%	2 4.7%	1 2.3%	16 37.2%	21 51.3%		3 6.5%
4. Other? (Please specify)									
a. Meetings Demonstrations									
b. Workshop Human Relations									
c. Movies									

Did you participate in any on-site in-service activities which:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?		14 9.2%	101 66.5%	1 1.0%	9 8.9%	40 39.6%	48 47.5%		3 3.0%
2. Provided opportunities to examine, evaluate and select the best new materials?		17 11.2%	88 57.9%		8 9.1%	44 50.0%	35 37.8%		1 1.1%
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?		17 11.2%	87 57.3%		6 6.9%	38 43.7%	42 48.3%		1 1.2%

*This column was not included on the original questionnaire.

School _____

Grade _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did your class participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Special Programs (Film, speakers, etc.)?	13 8.6%	114 75.0%	25 16.5%		1 4.0%	11 44.0%	11 44.0%	1 4.0%	1 4.0%
2. Activity Exchanges (Rhythms, P. E., etc.)?	15 9.9%	144 94.8%	13 8.6%	2 15.4%		3 23.1%	3 23.1%	5 38.5%	
3. Teacher Exchanges? (Instruction at another school site).	15 9.9%	128 84.2%	9 5.9%			1 11.1%	3 33.3%	4 44.4%	1 11.1%
4. Joint student discussion or Planning Groups?	16 10.5%	126 82.9%	10 6.6%		1 10.0%	4 40.0%	2 20.0%	3 30.0%	
5. Study Tours?	19 5.9%	113 74.4%	20 13.2%			4 20.0%	11 55.0%	4 20.0%	1 5.0%
6. Other? (Please Specify)									
a. Choral Exchanges	142 93.4%		6 4.0%			1 16.7%	5 83.3%		
b. Field Trips to S.F. Concerts									
c. Human Relations On-going Project, Math, Room 4, Marshall									

*This column was not included on the original questionnaire.

School _____

Grade _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ 76 50.0% Yes ☐ 50 32.9% NR ☐ 22 14.5%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	8 5.3%	5 3.3%	88 57.9%	51 33.6%	13 14.8%	50 56.8%	21 23.9%	4 4.5%
2. Willingly accepted all assignments?	10 6.6%	8 5.3%	69 45.4%	65 42.8%	3 4.4%	10 14.5%	53 76.8%	3 4.4%
3. Accepted suggestions and guidance freely?	9 5.9%	5 3.3%	75 49.4%	63 41.5%	2 2.6%	17 21.8%	51 65.4%	5 6.4%
4. Shown interest in their work?	10 6.6%	3 2.0%	88 57.9%	51 33.6%	4 4.5%	21 23.9%	57 64.8%	6 6.8%
5. Exhibited on-the-job growth?	13 8.6%	6 4.0%	74 48.7%	59 38.8%	8 10.8%	31 41.9%	31 41.9%	4 5.4%
6. Shown initiative in the performance of routine duties?	12 7.9%	7 4.6%	74 48.7%	59 38.8%	6 8.1%	28 37.8%	37 50.0%	3 4.1%
7. Been punctual and maintained good attendance?	13 8.6%	8 5.3%	68 44.7%	63 41.5%	2 2.9%	16 23.5%	47 69.1%	3 4.4%

*This column was not included on the original questionnaire.

School _____

Grade _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ Yes ☐ 50 32.9% NR ☐

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	2 4.0%	2 4.0%	45 90.0%	1 2.0%	6 13.3%	25 55.6%	12 26.7%	2 4.4%
2. Willingly accepted all assignments?	5 10.0%	3 6.0%	40 80.0%	2 4.0%	2 5.0%	5 12.5%	31 77.5%	2 5.0%
3. Accepted suggestions and guidance freely?	4 8.0%	2 4.0%	43 86.0%	1 2.0%	2 4.7%	10 23.3%	29 67.4%	2 4.7%
4. Shown interest in their work?	4 8.0%	1 2.0%	43 86.0%	2 4.0%	2 4.7%	7 16.3%	32 74.4%	2 4.7%
5. Exhibited on-the-job growth?	5 10.0%	4 8.0%	39 78.0%	2 4.0%	4 10.3%	18 46.2%	15 38.5%	2 5.1%
6. Shown initiative in the performance of routine duties?	4 8.0%	4 8.0%	41 82.0%	1 2.0%	3 6.8%	17 38.6%	19 43.2%	2 4.5%
7. Been punctual and maintained good attendance?	4 8.0%	7 14.0%	36 72.0%	3 6.0%		5 13.9%	29 80.6%	2 5.6%

*This column was not included on the original questionnaire.

School _____

Grade _____

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?	7 4.6%	12 7.9%	75 49.4%	58 38.2%		5 6.7%	22 29.3%	41 54.5%	2 2.7%	5 6.7%
2. Encouraged students to communicate orally?	8 5.3%	20 13.2%	59 38.8%	65 42.8%	1 1.1%	2 3.4%	26 44.1%	24 40.7%	2 3.4%	4 6.8%
3. Guided pupils through example, redirection and speech?	7 4.6%	21 13.8%	57 37.5%	67 44.1%	1 1.8%	2 3.5%	27 47.4%	24 42.1%	1 1.8%	2 3.5%
4. Encouraged correct pupil usage of materials?	9 5.9%	9 5.9%	70 46.1%	64 42.1%	1 1.4%	3 4.3%	21 30.0%	39 55.7%		6 8.6%
5. Prepared materials (Displays, charts, etc.)?	10 6.6%	9 5.9%	80 52.6%	53 34.9%	1 1.3%	2 2.5%	27 33.8%	44 55.0%	3 3.8%	3 3.8%
6. Maintained classroom equipment and supplies?	7 4.6%	9 5.9%	72 47.4%	64 42.1%	1 1.4%	4 5.6%	17 23.6%	42 58.3%	3 4.2%	5 7.0%
7. Used ditto machines and other similar equipment?	6 4.0%	8 5.3%	83 54.6%	55 36.2%	1 1.2%		11 13.3%	63 75.9%	1 1.2%	7 8.4%
8. Maintained an orderly room environment?	8 5.3%	10 6.6%	66 43.4%	68 44.7%	1 1.5%	2 3.0%	27 40.9%	31 47.0%		5 7.6%
9. Supervised students during cafeteria hours?	9 5.9%	33 21.7%	55 36.2%	55 36.2%	1 1.8%	1 1.8%	12 21.8%	30 54.5%	6 9.1%	5 10.9%
10. Supervised students in halls during recess or noon periods?	10 6.6%	25 16.5%	75 49.4%	42 27.6%	1 1.3%	2 2.7%	23 30.7%	40 53.3%	3 4.0%	6 8.0%
11. Assisted teachers with yard supervision?	8 5.3%	14 9.2%	85 55.9%	45 29.6%	2 2.4%	1 1.2%	23 27.1%	45 52.9%	5 5.9%	9 10.6%
12. Accompanied students on study tours?	10 6.6%	6 4.0%	88 57.9%	48 31.6%	1 1.1%	3 3.4%	16 18.2%	56 63.6%	5 5.7%	7 8.0%
13. Acted as a liaison between school and community in the interpretation of school programs?	13 8.6%	13 8.6%	53 34.9%	73 48.0%		4 7.6%	11 20.8%	17 32.1%	16 30.2%	5 9.4%

*This column was not included on the original questionnaire.

School _____

Grade _____

Direct Supervision of a Teacher Aide Yes 32.9% (50)

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?		4 8.0%	45 90.0%	1 2.0%		5 11.1%	15 33.3%	22 48.9%	2 4.4%	1 2.2%
2. Encouraged students to communicate orally?	2 4.0%	13 26.0%	32 64.0%	3 6.0%	1 3.1%	1 3.1%	14 43.8%	12 37.5%	2 6.3%	2 6.3%
3. Guided pupils through example, redirection and speech?	2 4.0%	11 22.0%	34 68.0%	3 6.0%	1 2.9%	2 5.9%	17 50.0%	11 32.4%	2 5.9%	1 2.9%
4. Encouraged correct pupil usage of materials?	2 4.0%	5 10.0%	41 82.0%	2 4.0%	1 2.4%	1 2.4%	15 36.6%	20 48.8%	2 4.9%	2 4.9%
5. Prepared materials (Displays, charts, etc.)?	1 2.0%	3 6.0%	44 88.0%	2 4.0%	1 2.3%	2 4.5%	14 31.8%	25 56.8%	1 2.3%	1 2.3%
6. Maintained classroom equipment and supplies?	1 2.0%	5 10.0%	40 80.0%	4 8.0%	1 2.5%	4 10.0%	10 25.0%	22 55.0%	2 5.0%	1 2.5%
7. Used ditto machines and other similar equipment?	1 2.0%	4 8.0%	42 84.0%	3 6.0%	1 2.4%		7 16.7%	31 73.8%	1 2.4%	2 4.8%
8. Maintained an orderly room environment?	1 2.0%	6 12.0%	39 78.0%	4 8.0%	1 2.6%	2 5.1%	16 41.1%	19 48.7%		1 2.6%
9. Supervised students during cafeteria hours?	1 2.0%	21 42.0%	21 42.0%	7 14.0%		1 4.8%	6 28.6%	7 33.3%	6 28.6%	1 4.8%
10. Supervised students in halls during recess or noon periods?	1 2.0%	14 28.0%	32 64.0%	3 6.0%		1 3.1%	9 28.1%	18 56.3%	3 9.4%	1 3.1%
11. Assisted teachers with yard supervision?	2 4.0%	5 10.0%	41 82.0%	2 4.0%		1 2.4%	13 31.7%	23 56.1%	2 4.9%	2 4.9%
12. Accompanied students on study tours?	2 4.0%	4 8.0%	42 84.0%	2 4.0%	1 2.4%	2 4.8%	8 19.0%	28 66.7%	1 2.4%	2 4.8%
13. Acted as a liaison between school and community in the interpretation of school programs?	3 6.0%	8 16.0%	24 48.0%	15 30.0%		1 4.2%	5 20.8%	13 54.2%	4 16.7%	1 4.2%

*This column was not included on the original questionnaire.

School _____

Grade _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio	3 2.0%	26 17.1%	106 69.8%	10 6.6%	7 4.6%
2. Nurse and Program of Health Services		88 57.9%	55 36.2%	7 4.6%	2 1.3%
3. Remedial Reading Workshop		23 15.1%	115 75.7%	13 8.6%	1 .7%
4. Teacher Assistant in Reading Development	7 4.6%	61 40.1%	62 40.8%	17 11.2%	5 3.3%
5. Professional Librarian	1 .7%	105 69.1%	42 27.6%	2 1.3%	2 1.3%
6. Consultant in Individual Guidance	1 .7%	32 21.1%	102 67.1%	13 8.6%	4 2.6%
7. Research Department Psychological Evaluation Service		52 34.2%	72 47.4%	26 17.1%	2 1.3%
8. New Instructional Equipment, Books and Supplies	1 .7%	53 34.9%	87 57.3%	7 4.6%	4 2.6%
9. Cultural Enrichment Activities-On Site	3 2.0%	36 23.7%	104 68.4%	9 5.9%	
10. Cultural Enrichment Activities-Study Tours	1 .7%	47 30.9%	95 62.5%	7 4.6%	2 1.3%
11. In-Service Activities-Centrally Organized by District ESEA Office	9 5.9%	55 36.2%	56 36.9%	29 19.1%	3 2.0%
12. In-Service Activities-On Site	6 4.0%	54 35.5%	74 48.7%	14 9.2%	4 2.6%
13. Inter-School Activities with Integration Model Schools	3 2.0%	35 23.0%	65 42.8%	45 29.6%	4 2.6%
14. Teacher Aides	15 9.9%	49 32.2%	46 30.3%	41 27.0%	1 .7%

ELEMENTARY TEACHER QUESTIONNAIRE
Grades 1 to 6

OAKLAND PUBLIC SCHOOLS
Research Department

School _____

Grade _____

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
How valuable has the Reduced Class Size been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?	2 1.5%	3 2.3%	24 18.3%	95 72.5%	7 5.3%	
2. In providing more opportunities for individualized instruction?	2 1.5%	5 3.8%	32 24.4%	81 61.8%	3 2.3%	8 6.1%
a. More general assistance on seatwork and homework assignments?	2 1.5%	4 3.1%	40 30.5%	79 60.3%	4 3.1%	2 1.5%
b. More general assistance on special interest projects?	2 1.5%	9 6.9%	55 42.0%	53 40.4%	9 6.9%	3 2.3%
c. Opportunities to work with selected students who need remedial help?	2 1.5%	9 6.9%	44 33.6%	70 53.4%	2 1.5%	4 3.1%
d. Opportunities to work with selected students who need enrichment activities?		8 6.1%	55 42.0%	56 42.7%	7 5.3%	5 3.8%
3. In providing opportunities for more meaningful oral language usage?		3 2.3%	40 30.5%	79 60.3%	4 3.1%	5 3.8%
4. In providing opportunities for more meaningful oral reading practice?	2 1.5%	2 1.5%	44 33.6%	74 56.5%	3 2.3%	6 4.6%
5. In developing in students respect for others and desirable standards of behavior?	4 3.1%	6 4.6%	48 36.6%	61 46.5%	9 6.9%	3 2.3%
6. In raising the achievement levels of your students?		5 3.8%	44 33.6%	64 48.8%	15 11.5%	3 2.3%

School _____

Grade _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?		2 1.5%	26 19.8%	99 75.5%	4 3.1%	
2. In providing health education to encourage desirable pupil health standards?	1 .8%	7 5.3%	53 40.5%	67 51.1%	3 2.3%	
3. In the follow-up on health recommendations and referrals?	1 .8%	1 .8%	33 25.1%	91 69.4%	5 3.8%	
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?		4 3.1%	31 23.7%	89 67.9%	7 5.3%	
5. In assisting to identify students in need of health services or other assistance?	1 .8%	4 3.1%	32 24.4%	90 67.9%	4 3.1%	

564

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
In general, how valuable has the Remedial Reading Workshop been in:						
1. Meeting the needs of students most in need of remedial help?	6 4.6%	5 3.8%	27 20.6%	38 29.0%	44 33.6%	11 8.4%
2. Improving the basic skills involved in reading and language development?	5 3.8%	1 .8%	25 19.1%	44 33.6%	45 34.3%	11 8.4%
3. Increasing pupil motivation and interest in reading and language?	4 3.1%	2 1.5%	37 28.2%	32 24.4%	45 34.3%	11 8.4%
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?	4 3.1%	2 1.5%	35 26.7%	33 25.2%	45 34.3%	12 9.1%

School _____

Grade _____

Please check (✓) the appropriate box at the right	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
How valuable has the Teacher Assistant in Reading Development been:						
1. In coordinating the development of the Reading and Language Program in your school?	4 3.1%	14 10.7%	44 33.6%	44 33.6%	11 8.4%	14 10.7%
2. In providing assistance relating to the use of new and supplementary materials?	6 4.6%	8 6.1%	45 34.3%	51 38.9%	8 6.1%	13 9.9%
3. In providing help in instructional planning?	7 5.3%	21 16.0%	46 35.1%	30 22.9%	13 9.9%	14 10.7%
4. In providing direct in-service experiences?	11 8.4%	13 9.9%	45 34.3%	30 22.9%	17 13.0%	15 11.5%

Please check (✓) the appropriate box.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Professional Librarian assigned to your school been in terms of:						
1. Increasing student use of the library?	1 .8%	3 2.3%	30 22.9%	91 69.4%	5 3.8%	1 .8%
2. Increasing the availability of the library for individual, group and classroom use?	2 1.5%	5 3.8%	29 22.1%	91 69.4%	3 2.3%	1 .8%
3. Acting as individual reading advisor to your students with special interests and needs?	12 9.2%	19 14.5%	43 32.8%	46 35.1%	8 6.1%	3 2.3%
4. Providing help to you in gaining knowledge of the resources which will supplement your particular curriculum area?	2 1.5%	11 8.4%	53 40.4%	60 45.8%	2 1.5%	3 2.3%
5. Providing activities, i.e., storytelling, book dramatizations to stimulate student interest?	6 4.6%	10 7.6%	47 35.9%	63 48.1%	3 2.3%	2 1.5%

School _____

Grade _____

1. Did you receive any services from the consultant in Individual Guidance?

Yes	No	No Response
79	47	5
60.3%	35.9%	3.8%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. Would more contact (or time) with the consultant have been helpful to you? Yes 86 (65.6%) No 24 (18.3%) No Response 21 (16.0%)						
How helpful was the guidance consultant's service in: 3. Assisting you to understand children's behavior?	27 20.6%	20 15.3%	28 21.4%	34 25.9%	19 14.5%	3 2.3%
4. Planning useful steps in your work with children of your class?	37 28.2%	22 16.8%	20 15.3%	26 19.8%	21 16.0%	5 3.8%
5. Channeling the children's efforts toward better achievement and behavior?	32 24.4%	19 14.5%	23 17.6%	26 19.8%	25 19.1%	6 4.6%
6. Helping you feel more secure or comfortable in working with the children?	36 27.5%	14 10.7%	28 21.4%	25 19.1%	23 17.6%	5 3.8%
7. Facilitating communication with hard-to-reach parents?	50 38.2%	15 11.5%	20 15.3%	18 13.7%	23 17.6%	5 3.8%
8. Securing helpful community services?	49 37.4%	9 6.9%	21 16.0%	13 9.9%	32 24.4%	7 5.3%
9. Assisting with the development of special plans or programming for individual children in your class?	45 34.3%	18 13.7%	18 13.7%	23 17.6%	22 16.8%	5 3.8%

School _____

Grade _____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ 79 60.3% No ☐

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ 63 79.8% No ☐ 8 10.1% No Response 8 10.1%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful was the guidance consultant's service in:						
3. Assisting you to understand children's behavior?	5 6.3%	18 22.8%	23 29.1%	32 40.5%	1 1.3%	
4. Planning useful steps in your work with children of your class?	14 17.7%	20 25.3%	16 20.3%	24 30.4%	4 5.1%	1 1.3%
5. Channeling the children's efforts toward better achievement and behavior?	10 12.7%	19 24.1%	17 21.5%	24 30.4%	7 8.9%	2 2.5%
6. Helping you feel more secure or comfortable in working with the children?	13 16.5%	12 15.2%	25 31.7%	22 27.9%	5 6.3%	2 2.5%
7. Facilitating communication with hard-to-reach parents?	26 32.9%	13 16.5%	17 21.5%	15 19.0%	6 7.6%	2 2.5%
8. Securing helpful community services?	23 29.1%	7 8.9%	18 22.8%	11 13.9%	15 19.0%	5 6.3%
9. Assisting with the development of special plans or programming for individual children in your class?	18 22.8%	18 22.8%	15 19.0%	20 25.3%	6 7.6%	2 2.5%

Grade_____

1. Did you receive any services from the Research Department-Psychological Evaluation Service?

Yes	No	No Response
80 61.1%	46 35.1%	5 3.8%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. In providing aid in the early diagnosis of learning problems?	31 23.7%	10 7.6%	39 29.8%	31 23.7%	17 13.0%	3 2.3%
3. In assisting in the evaluation of high and low potential students?	33 25.2%	11 8.4%	34 26.0%	31 23.7%	18 13.7%	4 3.1%
4. In assisting with the evaluation of social and educational adjustment of pupils?	36 27.5%	18 13.7%	36 27.5%	20 15.3%	19 14.5%	2 1.5%

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. In your efforts to improve student reading and language skills?	5 3.8%	5 3.8%	54 41.2%	61 46.5%	3 2.3%	3 2.3%
2. In stimulating general pupil interest and curiosity?	4 3.1%	7 5.3%	49 37.4%	62 47.3%	5 3.8%	4 3.1%
3. In providing first-hand contact with "common" objects and materials not found in the home?	11 8.4%	16 12.2%	44 33.6%	41 31.3%	15 11.5%	4 3.1%
4. In providing general conditions conducive to more effective learning?	6 4.6%	9 6.9%	50 38.2%	50 38.2%	9 6.9%	7 5.3%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	16 12.2%	8 6.1%	44 33.6%	43 32.8%	18 13.7%	2 1.5%
2. In reducing the number of minor infractions of classroom rules?	12 9.2%	16 12.2%	43 32.8%	36 27.5%	22 16.8%	2 1.5%
3. In providing improved classroom control and management?	14 10.7%	12 9.2%	44 33.6%	41 31.3%	17 13.0%	3 2.3%

School_____

Grade_____

1. Did you receive any services from the Research Department-Psychological Evaluation Service? Yes ☐ No ☐

80
61.1%

Regardless of your answer to question No. 1, please respond to questions 2 to 4 below:

How helpful has the Research Department Psychological Testing Service been:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
2. In providing aid in the early diagnosis of learning problems?	9 11.4%	8 10.1%	32 40.5%	29 36.7%		2 2.5%
3. In assisting in the evaluation of high and low potential students?	12 15.2%	9 11.4%	29 31.7%	28 35.5%	1 1.3%	1 1.3%
4. In assisting with the evaluation of social and educational adjustment of pupils?	13 16.5%	15 19.0%	32 40.5%	17 21.5%	3 3.8%	

How helpful have the New Instructional Equipment, Books and Supplies been:	No Help	Little Help	Some Help	Much Help	Don't Know	
1. In your efforts to improve student reading and language skills?						
2. In stimulating general pupil interest and curiosity?						
3. In providing first-hand contact with "common" objects and materials not found in the home?						
4. In providing general conditions conducive to more effective learning?						

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How effective has the total Program of Services at your school been?						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?						
2. In reducing the number of minor infractions of classroom rules?						
3. In providing improved classroom control and management?						

School _____

Grade _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel On-Site Cultural Enrichment Activities have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?	6 4.6%	12 9.2%	55 42.0%	36 27.5%	18 13.7%	4 3.1%
2. In providing needed experiential background for increased perceptual and intellectual development?	5 3.8%	10 7.6%	59 45.0%	39 29.8%	14 10.7%	4 3.1%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?	4 3.1%	12 9.2%	51 38.9%	43 32.8%	16 12.2%	5 3.8%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel the cultural enrichment Study Tours have had on students:						
1. In increasing understanding and awareness of the broad economic and cultural fabric of the community?		9 6.9%	43 32.8%	70 53.4%	7 5.3%	2 1.5%
2. In providing needed experiential background for increased perceptual and intellectual development?		7 5.3%	43 32.8%	73 55.7%	6 4.6%	2 1.5%
3. In providing rewarding contacts with many cultural and enrichment offerings in the area?		8 6.1%	39 29.8%	73 55.7%	9 6.9%	2 1.5%

School _____

Grade _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?	7 5.3%	23 17.6%	101 77.1%	12 11.9%	21 20.8%	45 44.6%	22 21.8%		1 1.0%
2. Classroom observations?	9 6.9%	46 35.1%	76 58.0%	2 2.6%	6 7.9%	22 28.9%	44 57.9%		2 2.6%
3. Other inter-school visitations?	13 9.9%	78 59.5%	40 30.5%		3 7.5%	17 42.5%	19 47.5%		1 2.5%
4. Other? (Please specify)									
a. **Meetings**	116 88.5%	11 8.4%	4 3.1%		1 25.0%	2 50.0%	1 25.0%		
b. **Demonstrations**									
c.									

Did you participate in any on-site in-service activities which:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provided opportunities to develop better techniques for reading and language development?	10 7.6%	43 32.8%	78 59.5%		10 12.8%	42 53.8%	23 29.5%		3 3.9%
2. Provided opportunities to examine, evaluate and select the best new materials?	12 9.2%	63 48.1%	56 42.7%		3 5.4%	35 62.5%	16 28.6%		2 3.6%
3. Provided opportunities for observations and the exchange of successful ideas and techniques at your school?	12 9.2%	53 40.4%	66 50.4%		5 7.6%	42 63.6%	17 25.8%		2 3.0%

*This column was not included on the original questionnaire.

School _____

Grade _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
Did your class participate in any inter-school activities with any of the following Integration Model Schools: Redwood Heights, Sequoia, Maxwell Park, Kaiser, Burckhalter, Howard or Marshall involving:									
1. Special Programs (Film, speakers, etc.)?	3 2.3%	116 88.5%	12 9.2%			3 25.0%	8 66.7%		1 8.3%
2. Activity Exchanges (Rhythms, P. E., etc.)?	7 5.3%	117 89.3%	7 5.3%			2 28.6%	4 57.1%	1 14.3%	
3. Teacher Exchanges? (Instruction at another school site).	12 9.2%	117 89.3%	2 1.5%	1 50.0%					1 50.0%
4. Joint student discussion or Planning Groups?	6 4.6%	117 89.3%	8 6.1%			2 25.0%	5 62.5%		1 12.5%
5. Study Tours?	8 6.1%	112 85.5%	11 8.4%			1 9.1%	10 90.9%		
6. Other? (Please Specify)									
a. Exchanged letters	3 2.3%		2 1.5%				2 100.0%		
b. Art exchange with Japan									
c. Concert									

*This column was not included on the original questionnaire.

School _____

Grade _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ 5 3.8% Yes ☐ 98 74.8% NR ☐ 2 21.4%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	5 3.8%	5 3.8%	118 90.0%	3 2.3%	25 21.3%	55 46.6%	35 29.7%	3 2.5%
2. Willingly accepted all assignments?	5 3.8%	6 4.6%	113 86.2%	7 5.3%	6 5.3%	25 24.3%	79 69.9%	3 2.7%
3. Accepted suggestions and guidance freely?	7 5.3%	2 1.5%	115 87.8%	7 5.3%	4 3.5%	28 24.3%	79 68.7%	4 3.5%
4. Shown interest in their work?	6 4.6%	4 3.1%	119 90.8%	2 1.5%	16 5.0%	32 26.9%	75 63.0%	6 5.0%
5. Exhibited on-the-job growth?	5 3.8%	9 6.9%	111 84.7%	6 4.6%	15 13.5%	47 42.4%	44 39.6%	5 4.5%
6. Shown initiative in the performance of routine duties?	6 4.6%	11 8.4%	110 83.9%	4 3.1%	19 17.1%	32 29.1%	54 48.7%	5 4.6%
7. Been punctual and maintained good attendance?	6 4.6%	10 7.6%	112 85.5%	3 2.3%	9 8.1%	36 32.2%	62 55.4%	5 4.5%

*This column was not included on the original questionnaire.

School _____

Grade _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ Yes ☐ NR ☐

98 74.8%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	* No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response
1. Been able to interact positively with children?	4 4.1%	3 3.1%	90 91.8%	1 1.0%	19 21.1%	43 47.8%	26 28.9%	2 2.2%
2. Willingly accepted all assignments?	5 5.1%	3 3.1%	86 87.8%	4 4.1%	6 7.0%	18 20.9%	61 70.9%	1 1.2%
3. Accepted suggestions and guidance freely?	5 5.1%	2 2.0%	87 87.9%	4 4.1%	4 4.6%	21 24.1%	60 68.9%	2 2.3%
4. Shown interest in their work?	4 4.1%	4 4.1%	90 91.8%		5 5.6%	23 25.6%	58 64.4%	4 4.4%
5. Exhibited on-the-job growth?	4 4.1%	7 7.1%	85 86.7%	2 2.0%	13 15.3%	36 42.3%	32 37.6%	4 4.7%
6. Shown initiative in the performance of routine duties?	6 6.1%	7 7.1%	83 84.7%	2 2.0%	17 20.5%	26 31.3%	37 44.6%	3 3.6%
7. Been punctual and maintained good attendance?	5 5.1%	7 7.1%	84 85.7%	1 1.0%	7 8.3%	25 29.8%	49 58.3%	3 3.6%

*This column was not included on the original questionnaire.

School _____

Grade _____

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?	4 3.1%	11 8.4%	115 87.8%	1 .8%		6 5.2%	43 37.4%	61 53.1%	1 .9%	4 3.5%
2. Encouraged students to communicate orally?	5 3.8%	31 23.7%	88 67.1%	7 5.3%	1 1.1%	6 6.8%	40 45.4%	38 43.2%		3 3.4%
3. Guided pupils through example, redirection and speech?	3 2.3%	29 22.1%	91 69.4%	8 6.1%	1 1.1%	10 11.0%	48 52.8%	30 33.0%		2 2.2%
4. Encouraged correct pupil usage of materials?	6 4.6%	14 10.7%	108 82.4%	3 2.3%		6 5.6%	50 46.3%	44 40.7%	1 .9%	7 6.5%
5. Prepared materials (Displays, charts, etc.)?	4 3.1%	15 11.5%	109 83.2%	3 2.3%	3 2.8%	4 3.7%	25 22.9%	71 65.1%		6 5.5%
6. Maintained classroom equipment and supplies?	6 4.6%	17 13.0%	105 80.1%	3 2.3%	1 1.0%	4 3.8%	36 34.3%	60 57.1%		4 3.8%
7. Used ditto machines and other similar equipment?	8 6.1%	15 11.5%	105 80.1%	3 2.3%		4 3.8%	16 13.9%	79 45.1%	2 1.9%	4 3.8%
8. Maintained an orderly room environment?	6 4.6%	16 12.2%	105 80.1%	4 3.1%		9 8.6%	37 35.2%	53 50.5%		6 5.7%
9. Supervised students during cafeteria hours?	6 4.6%	67 51.1%	53 40.4%	5 3.8%		1 1.9%	11 20.8%	34 64.2%	2 3.8%	5 9.4%
10. Supervised students in halls during recess or noon periods?	7 5.3%	51 38.9%	69 52.7%	4 3.1%		7 10.1%	23 33.3%	32 46.4%	3 4.4%	4 5.8%
11. Assisted teachers with yard supervision?	6 4.6%	49 37.4%	71 54.2%	5 3.8%		5 7.0%	23 32.4%	33 46.5%	4 5.6%	6 8.5%
12. Accompanied students on study tours?	5 3.8%	24 18.3%	100 76.3%	2 1.5%	1 1.0%	7 7.0%	16 16.0%	71 71.0%		5 5.0%
13. Acted as a liaison between school and community in the interpretation of school programs?	10 7.6%	21 16.0%	74 56.5%	26 19.8%		3 4.1%	20 27.0%	46 62.2%	2 2.7%	3 4.1%

*This column was not included on the original questionnaire.

School _____

Grade _____

(The responses of the 98 teachers who had Teacher Aides under their direct supervision are indicated on this page.)

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?	2 2.0%	9 9.2%	87 88.9%			6 6.9%	32 36.8%	46 52.9%		3 3.5%
2. Encouraged students to communicate orally?	3 3.1%	28 28.6%	65 66.3%	2 2.0%	1 1.5%	5 7.7%	32 49.2%	24 36.9%		3 4.6%
3. Guided pupils through example, redirection and speech?	1 1.0%	24 24.5%	71 72.4%	2 2.0%	1 1.4%	10 14.1%	40 56.3%	19 26.8%		1 1.4%
4. Encouraged correct pupil usage of materials?	2 2.0%	12 12.2%	84 85.7%			4 4.8%	39 46.4%	34 40.5%	1 1.2%	6 7.1%
5. Prepared materials (Displays, charts, etc.)?	2 2.0%	15 15.3%	80 81.6%	1 1.0%	2 2.5%	3 3.8%	16 20.0%	55 68.8%		4 5.0%
6. Maintained classroom equipment and supplies?	3 3.1%	14 14.3%	80 81.6%	1 1.0%	1 1.1%	2 2.2%	24 26.7%	50 55.6%		3 3.3%
7. Used ditto machines and other similar equipment?	6 4.6%	12 12.2%	78 79.6%	2 2.0%		4 5.1%	12 15.4%	57 73.1%	2 2.6%	3 3.9%
8. Maintained an orderly room environment?	3 3.1%	14 14.3%	80 81.6%	1 1.0%		6 7.5%	32 40.0%	38 47.5%		4 5.0%
9. Supervised students during cafeteria hours?	4 4.1%	58 59.2%	35 35.7%	1 1.0%		1 2.9%	9 25.7%	20 57.1%		5 14.3%
10. Supervised students in halls during recess or noon periods?	3 3.1%	39 39.8%	56 57.1%			3 5.4%	23 41.1%	26 46.4%	2 3.6%	2 3.6%
11. Assisted teachers with yard supervision?	3 3.1%	32 32.6%	60 61.2%	3 3.1%		5 8.3%	20 33.3%	27 45.0%	4 6.7%	4 6.7%
12. Accompanied students on study tours?	2 2.0%	17 17.3%	78 79.6%	1 1.0%	1 1.3%	7 9.0%	15 19.2%	52 66.7%		3 3.9%
13. Acted as a liaison between school and community in the interpretation of school programs?	5 5.1%	21 21.4%	56 57.1%	16 16.3%		2 3.6%	16 28.6%	33 58.9%	3 5.4%	2 3.6%

*This column was not included on the original questionnaire.

School _____

Grade _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		50 38.2%	73 55.7%	4 3.1%	4 3.1%
2. Nurse and Program of Health Services		63 48.1%	62 47.3%	3 2.3%	3 2.3%
3. Remedial Reading Workshop		17 13.0%	99 75.5%	12 9.2%	3 2.3%
4. Teacher Assistant in Reading Development	5 3.8%	59 45.0%	47 35.9%	12 9.2%	8 6.1%
5. Professional Librarian	3 2.3%	81 61.8%	41 31.3%	4 3.1%	2 1.5%
6. Consultant in Individual Guidance	2 1.5%	14 10.7%	96 73.3%	14 10.7%	5 3.8%
7. Research Department Psychological Evaluation Service	2 1.5%	32 24.4%	69 52.7%	22 16.8%	6 4.6%
8. New Instructional Equipment, Books and Supplies		47 35.9%	75 57.2%	3 2.3%	6 4.6%
9. Cultural Enrichment Activities-On Site	1 .8%	16 12.2%	99 75.5%	10 7.6%	5 3.8%
10. Cultural Enrichment Activities-Study Tours		23 17.6%	92 70.2%	8 5.1%	8 5.1%
11. In-Service Activities-Centrally Organized by District ESEA Office	13 9.9%	46 35.1%	50 38.2%	18 13.7%	4 3.1%
12. In-Service Activities-On Site	5 3.8%	35 26.7%	71 54.2%	13 9.9%	7 5.3%
13. Inter-School Activities with Integration Model Schools		23 17.6%	63 48.1%	40 30.5%	5 3.8%
14. Teacher Aides	8 5.1%	79 60.3%	35 26.7%	4 3.1%	5 3.8%

FMM:im 3/23/67

SUPPLEMENTARY FORM TO BE COMPLETED ONLY BY TEACHERS WHO PARTICIPATED IN EITHER THE 3 ON 2 OR THE 5 ON 4 TEAM TEACHING PLAN LAST YEAR (1965-66 SCHOOL YEAR)

☐ I was a member of a 3 on 2 Team of Teachers last year (1965-66 school year) School _____

☒ I was a member of a 5 on 4 Team of Teachers last year (1965-66 school year)* Grade _____

5.3%

IF YOU WERE A MEMBER OF A TEAM OF TEACHERS LAST YEAR (either in grades 1 to 3, the 3 on 2 Plan, or in grades 4 to 6, the 5 on 4 Plan), please check the appropriate box to the right of each question which most nearly represents your knowledge or opinion of that question. IF YOU WERE NOT A MEMBER OF A TEAM OF TEACHERS LAST YEAR, do not respond to the items on this page.

Please check (✓) the appropriate box to the right.	Team of Teachers	Reduction in Class Size	Both Plans Equally Effective	
With your previous experience as a participant in both Team Teaching and the Reduced Class Size Programs, which plan has proven to be more helpful:				
1. In raising the achievement levels of students?		7 100.0%		
2. In improving individual pupil adjustment?		7 100.0%		
3. In providing more opportunities for individualized instruction?		6 85.7%	1 14.3%	
4. In providing improved classroom control and management?		7 100.0%		
5. In providing opportunities for staff members to share and develop improved teaching techniques?		6 85.7%	1 14.3%	
6. In providing opportunities for instructional group planning.		6 85.7%	1 14.3%	
7. In providing for the most effective use of equipment (recorders, tapes, listening posts, etc)?		7 100.0%		
8. In improving teacher morale?		6 85.7%	1 14.3%	

* The responses of 7 of 60 responding teachers are indicated on this page.

578

APPENDIX I-D-12

FMM:lm
3/24/67

SUPPLEMENTARY FORM TO BE COMPLETED ONLY BY TEACHERS WHO PARTICIPATED IN EITHER THE 3 ON 2 OR THE 5 ON 4 TEAM TEACHING PLAN LAST YEAR (1965-66 SCHOOL YEAR)

53 ☐ I was a member of a 3 on 2 Team of Teachers last year (1965-66 school year)*

40.4% ☐ I was a member of a 5 on 4 Team of Teachers last year (1965-66 school year)

School _____

Grade _____

IF YOU WERE A MEMBER OF A TEAM OF TEACHERS LAST YEAR (either in grades 1 to 3, the 3 on 2 Plan, or in grades 4 to 6, the 5 on 4 Plan), please check the appropriate box to the right of each question which most nearly represents your knowledge or opinion of that question. IF YOU WERE NOT A MEMBER OF A TEAM OF TEACHERS LAST YEAR, do not respond to the items on this page.

Please check (✓) the appropriate box to the right.	Team of Teachers	Reduction in Class Size	Both Plans Equally Effective	No Response
With your previous experience as a participant in both Team Teaching and the Reduced Class Size Programs, which plan has proven to be more helpful:				
529 1. In raising the achievement levels of students?	6 11.3%	39 73.6%	8 15.1%	
2. In improving individual pupil adjustment?	7 13.2%	43 81.1%	3 5.7%	
3. In providing more opportunities for individualized instruction?	15 28.3%	30 56.6%	8 15.1%	
4. In providing improved classroom control and management?	5 9.4%	45 84.9%	3 5.7%	
5. In providing opportunities for staff members to share and develop improved teaching techniques?	22 41.5%	21 39.6%	10 18.9%	
6. In providing opportunities for instructional group planning.	15 28.3%	21 39.6%	15 28.3%	2 3.8%
7. In providing for the most effective use of equipment (recorders, tapes, listening posts, etc)?	9 17.0%	29 54.7%	14 26.4%	1 1.9%
8. In improving teacher morale?	5 9.4%	36 67.9%	10 18.9%	2 3.8%

* The responses of 53 of 60 responding teachers are indicated on this page.

FMM:lm
3/24/67

ELEMENTARY TEACHER QUESTIONNAIRE
Grades 1 to 6

OAKLAND PUBLIC SCHOOLS
Research Department

☐ I was a teacher in this school last year (1965-66 school year)
☐ I was not a teacher in this school last year (1965-66 school year)

☐ I am a regular classroom teacher participating in the 3 on 2 Program
☐ I am a swing teacher participating in the 3 on 2 Program
☐ I am a regular classroom teacher not participating in the 3 on 2 Program

School _____

Grade _____

My average class size last year (1965-66 school year) was _____
My average class size this year (1966-67 school year is _____

SB 28

Regardless of your response to the items above, please make a check mark in the appropriate box at the right of each question in this questionnaire that most nearly represents your knowledge or opinion of that question. Please respond to every question. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
How valuable has the reduced class size been:						
1. In increasing the amount of time devoted to group reading and language instruction and development?	3 3.5%	6 7.0%	21 24.4%	52 60.5%	3 3.5%	1 1.2%
2. In providing more opportunities for individualized instruction?	1 1.2%	6 7.0%	17 19.8%	55 64.0%		7 8.1%
a. More general assistance on seatwork and homework assignments?	2 2.3%	8 9.3%	18 20.9%	55 64.0%		3 3.5%
b. More general assistance on special interest projects?	3 3.5%	8 9.3%	33 38.4%	38 44.2%	1 1.2%	3 3.5%
c. Opportunities to work with selected students who need remedial help?	3 3.5%	5 5.8%	31 36.0%	45 52.3%	1 1.2%	1 1.2%
d. Opportunities to work with selected students who need enrichment activities?	3 3.5%	5 5.8%	31 36.0%	43 50.0%	1 1.2%	3 3.5%
3. In providing opportunities for more meaningful oral language usage?	2 2.3%	1 1.2%	27 31.4%	55 64.0%		1 1.2%
4. In providing opportunities for more meaningful oral reading practice?	2 2.3%	6 7.0%	22 25.6%	52 60.5%	1 1.2%	3 3.5%
5. In developing in students respect for others and desirable standards of behavior?	3 3.5%	10 11.6%	33 38.4%	35 40.7%	3 3.5%	2 2.3%
6. In raising the achievement levels of your students?	3 3.5%	4 4.7%	21 24.4%	34 39.5%	21 24.4%	3 3.5%

School _____

Grade 1-6

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has <u>the reduced class size</u> been:						
1. In increasing opportunities to stimulate general pupil interest and curiosity?	2 2.3%	2 2.3%	39 45.3%	40 46.5%	3 3.5%	
2. In providing opportunities to create a stimulating, flexible program of daily instruction?	2 2.3%	7 8.1%	32 37.2%	42 48.8%	2 2.3%	1 1.2%
3. In providing opportunities to adequately diagnose and improve the basic skills involved in particular subject areas?	2 2.3%	3 3.5%	32 37.2%	44 51.2%	5 5.8%	
4. In providing opportunities <u>to identify</u> students who are in need of special services or other assistance?	2 2.3%	4 4.7%	29 33.7%	50 58.1%	1 1.2%	
5. In increasing opportunities to refer students to the nurse and other personnel for needed services or other assistance?	5 5.8%	7 8.1%	37 43.0%	35 40.7%	1 1.2%	1 1.2%
6. In providing opportunities to develop in students desirable standards of self-analysis, self-criticism and self-improvement?	2 2.3%	10 11.6%	35 40.7%	33 38.4%	6 7.0%	
7. In creating a general atmosphere and environment more conducive to effective student learning?	2 2.3%	5 5.8%	28 32.6%	48 55.8%	3 3.4%	

School _____

Grade 1-6

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
What effect do you feel the reduced class size has had:						
1. In improving individual pupil adjustment?	3 3.5%	2 2.3%	43 50.0%	35 40.7%	3 3.5%	
2. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	4 4.7%	3 3.5%	35 40.7%	43 50.0%	1 1.2%	
3. In reducing the number of minor infractions of classroom rules?	2 2.3%	6 7.0%	40 46.5%	35 40.7%	1 1.2%	2 2.3%
4. In providing improved classroom control and management?	2 2.3%	4 4.7%	24 27.9%	56 65.1%		
5. In decreasing the amount of instructional planning and preparation?	24 27.9%	27 31.4%	23 26.7%	10 11.6%	2 2.3%	
6. In increasing the time for instructional planning and preparation?	20 23.3%	24 27.9%	22 25.6%	16 18.6%	3 3.5%	1 1.2%
7. In improving instruction through increased flexibility of student grouping within the classroom?	3 3.5%	8 9.3%	36 41.9%	37 43.0%	1 1.2%	1 1.2%
8. In improving teacher morale?	3 3.5%	3 3.5%	22 25.6%	56 65.1%	2 2.3%	

FMM:im 3/24/67

TEACHER'S POST-EVALUATION OF INDIVIDUAL STUDENT'S LANGUAGE ARTS SKILLS

Junior High

OAKLAND PUBLIC SCHOOLS - RESEARCH DEPARTMENT

Please fill in the blanks directly below, disregarding the coding to the right.

Student Name _____
LAST FIRST MIDDLE

Birthdate _____ Grade _____
MONTH/DAY/YEAR

School _____

Teacher _____

Date _____ Sex: ☐ Boy ☐ Girl

I.D. CODE

0 1 2 3 4	5 6 7 8 9
B G	

DIRECTIONS: Please blacken the space below the number that most nearly represents your knowledge or opinion of the factors listed below. Use a number 2 pencil MAKE YOUR MARKS HEAVY AND BLACK. ERASE COMPLETELY ANY RESPONSES YOU WISH TO CHANGE.

I. At this point in time This student	Never 0 1		2 3	Sometimes 4 5		6 7	Always 8 9
1. Utilizes a variety of word attack skills							
2. Exhibits skill at word recognition							
3. Exhibits understanding of word meanings							
4. Comprehends what he reads							
5. Exhibits skill at reading independently							
6. Uses time provided for voluntary reading							
7. Exhibits skill in reading for a variety of purposes such as:	X X	X X	X X	X X	X X	X X	X X
a. reading for appreciation							
b. reading to locate information							
c. reading to identify main ideas							
d. reading for critical evaluation							

II. Compared to your knowledge of this student at the beginning of this school year This student's	Shown No Improvement 0 1		Shown Little Improvement 2 3		Shown Some Improvement 4 5		Shown Marked Improvement 6 7
1. General reading skills have							
2. Attendance has							
3. Attitude toward school has							
4. General writing skills have							
5. General speaking skills have							
6. General listening skills have							

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4/24/67

OAKLAND PUBLIC SCHOOLS

JUNIOR HIGH SCHOOL SELF-RATING FORM

Last Name _____ First Name _____ Initial _____ School _____ Date _____

PART I

Listed below in items A-Q are a number of skills taught in schools. Please rate yourself by picking one of the five choices below for each item.

1. POOR (I have almost no skill in this area.)
2. BELOW AVERAGE (I consider myself weak in this skill.)
3. AVERAGE (I feel I'm of average ability.)
4. ABOVE AVERAGE (I'm not perfect in this skill, nor do I make many errors.)
5. VERY GOOD (If I were a teacher, I'd rate myself 'A' in this skill.)

Rate yourself by writing the number 1,2,3,4 or 5 in the blank to the left of each item. Rate your ability to .....

____ A. understand and follow written directions.

____ B. understand what you read.

____ C. write paragraphs.

____ D. study.

____ E. capitalize and punctuate.

____ F. explain your thoughts when making a speech before classmates.

____ G. use the library.

____ H. write compositions such as themes, essays, poetry or stories.

____ I. read quickly.

____ J. solve arithmetic word problems.

____ K. understand and follow directions given aloud by teachers.

____ L. explain your thoughts when talking casually with classmates.

____ M. write sentences.

____ N. take helpful notes in class or when you are reading.

____ O. write letters.

____ P. explain your thoughts when talking casually with adults.

____ Q. spell.

____ R. How do you rate yourself as a student? Consider all the skills (items A-Q) listed above. Pick from the same 1,2,3,4 or 5 choices you used above.

PART II

Items A-F are made up of statements or questions followed by five possible answers, each of which are listed as either 1,2,3,4 or 5. Pick the answer that best describes you and write it in the blank.

EXAMPLE:____ How much to you weigh?
1. less than 90 lbs. 2. 90 to 109 lbs. 3. 110 to 129 lbs.
4. 130 to 150 lbs. 5. more than 150 lbs.

If you weigh 134 lbs., the correct answer is 4. Therefore, you must mark the item as follows:

__4__ How much do you weigh?

____ A. During a school month I am usually tardy .....

1. 16 or more times.
2. 11 to 15 times.
3. 6 to 10 times.
4. 1 to 5 times.
5. never.

___ B. How much time do you usually study or do homework before the school day begins or after it is over?
1. No time.
2. 1 to 15 minutes.
3. 16 to 30 minutes.
4. 31 minutes to one hour.
5. More than one hour.

___ C. How sure are you that you will graduate from high school?
1. I definitely will.
2. I'm fairly sure.
3. I don't know.
4. I may not.
5. I definitely will not.

___ D. What plans have you made about what you will do after high school?
1. I have made no plans.
2. I will continue my education.
3. I will work.
4. I will enter a branch of the Armed Services.
5. Other plans; please explain_____

_____

___ E. If you plan to continue your education after high school, do you plan to .....
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four year college or university.
5. I do not plan to continue my education.

___ F. If high school requirements, grades, money and other problems were not to be considered and you were free to pick any sort of after high school education you wanted, would you plan to .....
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four year college or university.
5. I would not continue my education.

PART III

Each of the remaining items asks you to write in the blank, the name of a job or occupation that best answers the particular item as far as you are concerned. If you cannot think of the name of the job or occupation that best answers the item for you, a brief description of what this type of worker does will be all right.

A. If you plan to work soon after you finish high school, what type of work do you really plan to do?

_____

B. If you plan to work soon after you finish high school, and you could have any job you wanted, what type of work would you do?

_____

C. What type of work do you actually think you will do during most of your working years?

_____

D. What type of work would you do during most of your working years if you could have any job you wanted?

_____

E. What sort of work do your parents think you will do?

_____

OAKLAND PUBLIC SCHOOLS
Research Department

School_____

N = 3

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know
How helpful has the reduction of the English teacher's assignment to four classes been in providing increased opportunity:					
1. For Team Planning?				3 100.0%	
2. To plan for and develop innovative classroom methods?				3 100.0%	
3. To plan for and develop effective curricular and instructional materials?				3 100.0%	
4. For teacher-student interaction?			1 33.3%	2 66.7	

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know
How helpful has the Teacher Assistant for Language Development been to your staff in:					
1. Coordinating the development of the reading and language program in your school?				3 100.0%	
2. Innovating new instructional approaches, materials, and teaching methods?				2 66.7	1 33.3
3. Planning and coordinating cultural enrichment activities?				3 100.0%	
4. Ordering and maintaining supplies, materials, and equipment?				3 100.0%	
5. Providing in-service experiences?				3 100.0%	
6. Coordination and instruction within the teacher aide program?			1 33.3	2 66.7	

School_____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?				2 66.7%		1 33.3%
2. In providing health education to encourage desirable pupil health standards?			1 33.3%	1 33.3		1 33.3%
3. In the follow-up on health recommendations and referrals?				2 66.7%		1 33.3%
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?				2 66.7%		1 33.3%
5. In assisting to indentify students in need of health services or other assistance?				2 66.7%		1 33.3%

587

1. Did your staff receive any services from the Research Department Psychologist? 3 Yes ☐ 100.0% No ☐

Regardless of your response to the above, please respond to questions 2 to 4 below:

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful have the following Research Department Psychological Testing Services been to teachers in:						
2. Consulting with teachers to interpret data obtained from psychological testing?			2 66.7	1 33.3		
3. Interpreting individual student's learning problems?			3 100.0%			
4. Providing in-service training on psychological problems related to learning?			3 100.0			

APPENDIX I-D-16

School_____

Please check (✓) the appropriate box at the right	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect have the following items, related to the specially equipped Reading Laboratory, had in promoting student learning:						
1. Providing for increased individual or small-group instruction?				3 100.0%		
2. Provision of equipment for specialized services?			1 33.3%	2 66.7%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect has the Cultural Enrichment program had in providing students with:						
1. An increased understanding and awareness of the broad economic and cultural fabric of the community?			1 33.3%	1 33.3%	1 33.3%	
2. Needed experiential background for increased perceptual and intellectual development?			2 66.7%	1 33.3%		
3. Rewarding contacts with the many cultural and enrichment offerings in the area?			1 33.3%	2 66.7%		
4. An increased awareness of possible alternatives in the vocational sphere above and beyond the unskilled stratum?				2 66.7%	1 33.3%	
5. Expanded contact with business and industrial enterprises throughout the area?		1 33.3%	1 33.3%	1 33.3%		
6. Increased awareness of opportunities for educational and economic betterment?			2 66.7%	1 33.3%		
7. Opportunities to share enriching experiences with children of other races, nationalities, and socio-economic background?	2 66.7%		1 33.3%			

School_____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?		1 33.3%	2 66.7%			
2. In reducing the number of minor infractions of classroom rules?		1 33.3%	2 66.7%			
3. In providing improved classroom control and management?		1 33.3%	1 33.3	1 33.3%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect have the following Counseling services had in promoting student learning and adjustment:						
1. Group counseling sessions?			1 33.3%	1 33.3%	1 33.3%	
2. Increased individualized services to students?			1 33.3%	2 66.7%		
3. Increased student-counselor interaction?			1 33.3	2 66.7		
4. Increased teacher-counselor interaction?			3 100.0%			
5. Increased parent-counselor interaction?			2 66.7%	1 33.3%		

School _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> have the following items, related to the Reading Assistant for each pair of English teachers--the "Three on Two Plan"--been in promoting increased opportunity:						
1. For individual or small-group instruction?				3 100.0%		
2. To develop fresh and imaginative classroom methods?			1 33.3%	2 66.7%		
3. To develop effective curricular and instructional materials?				3 100.0%		
4. For teacher-student interaction?			1 33.3%	2 66.7%		
Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has the <u>Instructional Media Specialist</u> been to your staff in the development of the reading and language program in terms of:						
1. Coordinating materials with the language and reading program?			1 33.3%	2 66.7%		
2. Fostering the development of innovative instructional aids for use in the classroom?		1 33.3%		2 66.7%		
3. Coordinating and supervising special audio-visual presentations?				3 100.0%		
4. Securing new materials which illustrate the many contributions of minority groups?			1 33.3%	2 66.7%		
5. Expanding the library program in terms of availability for use?		1 33.3		2 66.7%		

School_____

1. Did your staff receive any services from the consultant in Individual Guidance? Yes ☐ 3 100.0% No ☐

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to your staff? Yes ☐ 3 100.0% No ☐	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful was the guidance consultant's service in:						
3. Assisting staff members to understand children's behavior?			2 66.7%	1 33.3%		
4. Planning useful steps in working with children?			2 66.7%	1 33.3%		
5. Channeling the children's efforts toward better achievement and behavior?			3 100.0%			
6. Helping staff members feel more secure or comfortable in working with children?			2 66.7%	1 33.3%		
7. Facilitating communication with hard-to-reach parents?			2 66.7%	1 33.3%		
8. Securing helpful community services?		1 33.3		2 66.7%		
9. Assisting with the development of special plans or programming for individual children?			1 33.3%	2 66.7%		

School_____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did any staff members participate in any of the following in-service activities centrally organized by the District ESEA office involving:	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	
1. Meetings related to reading and language arts instruction?		3 100.0%			1 33.3	1 33.3	1 33.3	
2. Classroom observations		3 100.0%			1 33.3	2 66.7		
3. Other inter-school visitations?	1 33.3%	2 66.7		1 50.0		1 50.0		
4. Other? (Please specify)								
a.								
b.								
c.								

Did any staff members participate in any on-site in-service activities which were designed to:	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	
1. Provide opportunities to develop better techniques for reading and language development?		3 100.0%			2 66.7%	1 33.3%		
2. Provide opportunities to examine, evaluate and select the best new materials?		3 100.0%				3 100.0%		
3. Provide opportunities for observations and the exchange of successful ideas and techniques at your school?		3 100.0%				3 100.0%		

School_____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	No	Yes	Don't Know	Occasionally	Frequently	Always	
1. Been able to interact positively with children?		3 100.0%			3 100.0%		
2. Willingly accepted all assignments?		3 100.0%				3 100.0%	
3. Accepted suggestions and guidance freely?		3 100.0%			1 33.3%	2 66.7%	
4. Shown interest in their work?		3 100.0%			1 33.3%	2 66.7%	
5. Exhibited on-the-job growth?		3 100.0%			2 66.7%	1 33.3%	
6. Shown initiative in the performance of routine duties?		3 100.0%			2 66.7%	1 33.3%	
7. Been punctual and maintained good attendance		3 100.0%			1 33.3%	2 66.7%	

School_____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	
1. Supervised individual and small group activities within the classroom?		3 100.0%					3 100.0%		
2. Encouraged students to communicate orally?		3 100.0				1 33.3%	2 66.7%		
3. Guided pupils through example, redirection and speech?		3 100.0				2 66.7%	1 33.3%		
4. Encouraged correct pupil usage of materials?		3 100.0				2 66.7	1 33.3%		
5. Prepared materials (Displays, charts, etc.)?		3 100.0				1 33.3%	2 66.7%		
6. Maintained classroom equipment and supplies?		3 100.0					3 100.0%		
7. Used ditto machines and other similar equipment?		3 100.0					3 100.0%		
8. Maintained an orderly room environment?		3 100.0				1 33.3%	2 66.7%		
9. Supervised students during cafeteria hours?	2 66.7	1 33.3					1 100.0%		
10. Supervised students in halls during passing periods or noon periods?	1 33.3	2 66.7				1 50.0%	1 50%		
11. Accompanied students on study tours?		3 100.0					3 100.0%		
12. Acted as a liaison between school and community in the interpretation of school programs?		3 100.0				1 33.3%	2 66.7%		

School_____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio			3 100.0%		
2. Nurse and Program of Health Services		3 100.0%			
3. Reading Laboratories		3 100.0%			
4. Teacher Assistant in Language Development		2 66.7%	1 33.3%		
5. Instructional Media Specialist		3 100.0%			
6. Consultant in Individual Guidance		2 66.7%	1 33.3%		
7. Research Department Psychological Testing Service	3 100.0%				
8. Instructional Equipment, Books and Supplies			3 100.3%		
9. Cultural Enrichment Activities - On Site		3 100.0%			
10. Cultural Enrichment Activities - Study Tours		3 100.0%			
11. In-Service Activities - Centrally Organized by District ESEA Office		3 100.0%			
12. In-Service Activities - On Site		3 100.0%			
13. Attendance Supervisor		1 33.3%	1 33.3%		1 33.3%
14. Teacher Aides		1 33.3%	2 66.7%		
15. Counseling Services		2 66.7 %	1 33.3%		
16. Clerical Assistance		3 100.0%			

Please check one of the following categories to indicate your assignment:

[X] Regular Classroom Teacher
[X] Swing Teacher
[X] TALD

ESEA TEACHER QUESTIONNAIRE - JUNIOR HIGH

Research Department

School _____

Grade(s) Taught 7 - 9

N = 43

Regardless of your teaching assignment, please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the reduction of the English teacher's assignment to four classes been in providing increased opportunity:						
1. For Team Planning?	1 2.3%		7 16.3%	29 67.4%	5 11.6%	1 2.3%
2. To plan for and develop innovative classroom methods?	1 2.3%	1 2.3%	9 20.9%	28 65.1%	3 6.9%	1 2.3%
3. To plan for and develop effective curricular and instructional materials?	1 2.3%	1 2.3%	11 25.6%	25 58.1%	3 6.9%	2 4.7%
4. For teacher-student interaction?	1 2.3%	2 4.7%	9 20.9%	26 60.5%	3 6.9%	2 4.7%

Please check (✓) the appropriate box at the right. N = 40	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Teacher Assistant for Language Development been to you in:						
1. Coordinating the development of the reading and language program in your school?			13 32.5%	23 57.5 %	4 10.0%	
2. Innovating new instructional approaches, materials, and teaching methods?		2 5.0%	12 30.0%	21 52.5%	3 7.5%	2 5.0%
3. Planning and coordinating cultural enrichment activities?	1 2.5%	1 2.5%	9 22.5%	24 60.0%	5 12.5%	
4. Ordering and maintaining supplies, materials, and equipment?			10 25.0%	27 67.5%	3 7.5%	
5. Providing in-service experiences?	1 2.5%	2 5.0%	11 27.5%	23 57.5%	3 7.5%	
6. Coordination and instruction within the teacher aide program?	2 5.0%	2 5.0%	13 32.5%	16 40.0%	7 17.5%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?	1 2.3%	2 4.7%	11 25.6%	17 39.5%	12 27.9%	
2. In providing health education to encourage desirable pupil health standards?	1 2.3%	3 7.0%	9 20.9%	10 23.3%	19 44.2%	1 2.3%
3. In the follow-up on health recommendations and referrals?	1 2.3%		9 20.9%	14 32.6%	18 41.9%	1 2.3%
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?	1 2.3%	1 2.3%	7 16.3%	22 51.2%	12 27.9%	
5. In assisting to identify students in need of health services or other assistance?	1 2.3%		9 20.9%	23 53.5%	10 23.3%	

1. Did you receive any services from the Research Department Psychologist? Yes ☐ No ☐ 15 34.9% 28 65.1%

Regardless of whether you responded Yes or No, please respond to questions 2 to 4 below:

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful have the following Research Department Psychological Testing Services been to teachers in:						
2. Consulting with teachers to interpret data obtained from psychological testing?	2 4.7%	7 16.3%	11 25.6%	16 37.2%	7 16.3%	
3. Interpreting individual student's learning problems?	1 2.3%	5 11.6%	13 30.2%	15 34.9%	9 20.9%	
4. Providing in-service training on psychological problems related to learning?	9 20.9%	10 23.3%	9 20.9%	6 14.0%	9 20.9%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

***Responses below are those of teachers who received services from the Research Department Psychologist.**

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?						
2. In providing health education to encourage desirable pupil health standards?						
3. In the follow-up on health recommendations and referrals?						
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?						
5. In assisting to identify students in need of health services or other assistance?						

598

1. Did you receive any services from the Research Department Psychologist? Yes ☐ 28 100.0%

Regardless of whether you responded Yes or No, please respond to questions 2 to 4 below:

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful have the following Research Department Psychological Testing Services been to teachers in:						
2. Consulting with teachers to interpret data obtained from psychological testing?		4 14.3%	9 32.1%	15 53.6%		
3. Interpreting individual student's learning problems?		3 10.7%	11 39.3%	12 42.9%	2 7.1%	
4. Providing in-service training on psychological problems related to learning?	6 21.4%	7 25.0%	8 28.6%	5 17.9%	2 7.1%	

APPENDIX I-D-17

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much <u>effect</u> have the following items, related to the specially equipped <u>Reading Laboratory</u>, had in promoting student learning:						
1. Providing for increased individual or small-group instruction?	1 2.3%	1 2.3%	8 18.6%	30 69.8%	3 6.9%	
2. Provision of equipment for specialized services?	1 2.3%		14 32.6%	24 55.8%	4 9.3%	

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much <u>effect</u> has the <u>Cultural Enrichment</u> program had in providing students with:						
1. An increased understanding and awareness of the broad economic and cultural fabric of the community?	3 6.9%	8 18.6%	17 39.5%	9 20.9%	6 13.9%	
2. Needed experiential background for increased perceptual and intellectual development?	1 2.3%	3 6.9%	21 48.8%	11 25.6%	7 16.3	
3. Rewarding contacts with the many cultural and enrichment offerings in the area?		6 13.9%	19 44.2%	12 27.9%	6 13.9	
4. An increased awareness of possible alternatives in the vocational sphere above and beyond the unskilled stratum?	1 2.3%	10 23.3%	14 32.6%	7 16.3%	11 25.6%	
5. Expanded contact with business and industrial enterprises throughout the area?	5 11.6%	6 13.9%	13 30.2%	4 9.3%	15 34.9%	
6. Increased awareness of opportunities for educational and economic betterment?		11 25.6%	14 32.6%	11 25.6%	7 16.3%	
7. Opportunities to share enriching experiences with children of other races, nationalities, and socio-economic background?	13 30.2%	9 20.9%	9 20.9%	2 4.7%	10 23.3%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How effective has the total Program of Services at your school been:						
1. In reducing the number of major discipline problems (fighting, defiance, etc.) within the classroom?	1 2.3%	13 30.2%	16 37.2%	9 20.9%	4 9.3%	
2. In reducing the number of minor infractions of classroom rules?	6 13.9%	12 27.9%	15 34.9%	6 13.9%	4 9.3%	
3. In providing improved classroom control and management?	2 4.7%	5 11.6%	20 46.5%	11 25.6%	5 11.6%	

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
How much effect have the following Counseling services had in promoting student learning and adjustment:						
1. Group counseling sessions?	9 20.9%	8 18.6%	8 18.6%	1 2.3%	17 39.5%	
2. Increased individualized services to students?	2 4.7%	6 13.9%	17 39.5%	7 16.3%	11 25.6%	
3. Increased student-counselor interaction?	3 6.9%	6 13.9%	18 41.9%	6 13.9%	9 20.9%	1 2.3%
4. Increased teacher-counselor interaction?	3 6.9%	10 23.3%	18 41.9%	7 16.3%	5 11.6%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> have the following items, related to the Reading Assistant for each pair of English teachers--the "Three on Two Plan"--been in promoting increased opportunity:						
1. For individual or small-group instruction?	1 2.3%	1 2.3%	3 6.9%	35 81.4%	3 6.9%	
2. To develop fresh and imaginative classroom methods?	1 2.3%	3 6.9%	10 23.3%	25 58.1%	4 9.3%	
3. To develop effective curricular and instructional materials?	1 2.3%	2 4.7%	10 23.3%	26 60.5%	4 9.3%	
4. For teacher-student interaction?			11 25.6%	28 65.1%	4 9.3%	

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How <u>helpful</u> has the <u>Instructional Media Specialist</u> been to you in the development of the reading and language program in terms of:						
1. Coordinating materials with the language and reading program?	3 6.9%	3 6.9%	18 41.9%	15 34.9%	4 9.3%	
2. Fostering the development of innovative instructional aids for use in the classroom?	1 2.3%	8 18.6%	15 34.9%	13 30.2%	6 13.9%	
3. Coordinating and supervising special audio-visual presentations?	4 9.3%	3 6.9%	10 23.3	19 44.2%	7 16.3%	
4. Securing new materials which illustrate the many contributions of minority groups?	1 2.3%	5 11.6%	10 23.3%	21 48.8%	6 13.9%	
5. Expanding the library program in terms of availability for use?	1 2.3%	2 4.7%	8 18.6%	24 55.8%	8 18.6%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

1. Did you receive any services from the consultant in Individual Guidance? 20 Yes☐ 46.5% No☐ 22 51.2% No Response 1 2.3%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to you? 32 Yes☐ 74.4% No☐ 7 16.3% Don't Know 2 4/7% No Response2 4.7%

How helpful was the guidance consultant's service in:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
3. Assisting you (or other staff members) to understand children's behavior?	9 20.9%	4 9.3%	11 25.6%	10 23.3%	8 18.6%	1 2.3%
4. Planning useful steps in working with children?	10 23.3%	9 20.9%	8 18.6%	5 11.6%	10 23.3%	1 2.3%
5. Channeling the children's efforts toward better achievement and behavior?	11 25.6%	8 18.6%	6 14.0%	4 9.3%	12 27.9%	2 4.7%
6. Helping you (or other staff members) feel more secure or comfortable in working with children?	14 32.6%	10 23.3%	4 9.3%	5 11.6%	9 20.9%	1 2.3%
7. Facilitating communication with hard-to-reach parents?	12 27.9%	5 11.6%	9 20.9%	3 7.0%	13 30.2%	1 2.3%
8. Securing helpful community services?	11 25.6%	5 11.6%	4 9.3%	3 7.0%	19 44.2%	1 2.3%
9. Assisting with the development of special plans or programming for individual children?	9 20.9%	8 18.6%	12 27.9%	2 4.7%	11 25.6%	1 2.3%

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

***Responses below are those of teachers who received service from the individual guidance consultant.**

School _____

Grade(s) Taught _____

N = 43

1. Did you receive any services from the consultant in Individual Guidance? Yes☐ No☐

   20 / 46.5%

   Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	
2. Would more contact (or time) with the consultant have been helpful to you? **16 Yes☐ 80.0%** No☐ **3 15.0%** **No Response 1 5.0%**						
How helpful was the guidance consultant's service in:						
3. Assisting you (or other staff members) to understand children's behavior?	2 10.0%	2 10.0%	8 40.0%	7 35.0%	1 5.0%	
4. Planning useful steps in working with children?	3 15.0%	5 25.0%	7 35.0%	3 15.0%	2 10.0%	
5. Channeling the children's efforts toward better achievement and behavior?	4 20.0%	6 30.0%	5 25.0%	2 10.0%	3 15.0%	
6. Helping you (or other staff members) feel more secure or comfortable in working with children?	4 20.0%	9 45.0%	3 15.0%	2 10.0%	2 10.0%	
7. Facilitating communication with hard-to-reach parents?	7 35.0%	3 15.0%	7 35.0%		3 15.0%	
8. Securing helpful community services?	4 20.0%	4 20.0%	2 10.0%		10 50.0%	
9. Assisting with the development of special plans or programming for individual children?	3 15.0%	5 25.0%	10 50.0%		2 10.0%	

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Meetings related to reading and language arts instruction?		5 11.6%	38 88.4%		7 18.4%	20 52.6%	7 18.4%		4 10.5%
2. Classroom observations?		36 83.7%	7 16.3%			2 28.6 %	3 42.9%	1 14.3%	1 14.3%
3. Other inter-school visitations?		26 60.5%	17 39.5%			10 58.8%	4 23.5%		3 17.6%
4. Other? (Please specify)									
a.									
b.									
c.									

Did you participate in any on-site in-service activities which were designed to:	*No Response	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Provide opportunities to develop better techniques for reading and language development?		6 14.0%	37 86.0%		3 8.1%	16 43.2%	12 32.4%		6 16.2%
2. Provide opportunities to examine, evaluate and select the best new materials?		6 14.0%	37 86.0%		1 2.7%	14 37.8%	17 45.9%		5 13.5%
3. Provide opportunities for observations and the exchange of successful ideas and techniques at your school?		14 32.6%	29 67.4%		3 10.3%	11 37.9%	12 41.4%		3 10.3%

*This column was not included on the original questionnaire.

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TAID

School _____

Grade(s) Taught _____

Have you had a Teacher Aide working under your direct supervision this school year? No ☐ 9 20.9% Yes 32 74.4% NR ☐ 2 4.7%

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response	
1. Been able to interact positively with children?		2 4.7 %	35 81.4%	6 14.0 %	9 25.7 %	18 51.4%	6 17.1%	2 5.7%	
2. Willingly accepted all assignments?		1 2.3 %	36 83.7%	6 14.0%	1 2.8%	9 25.0%	23 63.9%	3 8.3%	
3. Accepted suggestions and guidance freely?			37 86.0%	6 14.0%	2 5.4%	8 21.6%	24 64.9 %	3 8.1 %	
4. Shown interest in their work?			37 86.0%	6 14.0%	1 2.7%	12 32.4%	22 59.5%	2 5.4%	
5. Exhibited on-the-job growth?		1 2.3%	36 83.7%	6 14.0%	5 13.9%	18 50.0%	11 30.6%	2 5.6%	
6. Shown initiative in the performance of routine duties?		1 2.3%	36 83.7%	6 14.0%	8 22.2%	10 27.8%	15 41.7%	3 8.3%	
7. Been punctual and maintained good attendance?		1 2.3%	35 81.4%	7 16.3%	1 2.9%	12 34.3%	19 54.3%	3 8.6%	

*This column was not included on the original questionnaire.

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

***Responses below are those of teachers who had teacher aides.**

School _____

Grade(s) Taught _____

Have you had a Teacher Aide working under your direct supervision this school year? Yes 32 74.4% NR ☐

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	Occasionally	Frequently	Always	No Response	
1. Been able to interact positively with children?		1 3.1%	30 93.8%	1 3.1%	9 30.0%	15 50.0%	6 20.0%		
2. Willingly accepted all assignments?		1 3.1%	31 96.9%		1 3.2%	8 25.8%	21 67.7%	1 3.2%	
3. Accepted suggestions and guidance freely?			32 100.0%		2 6.3%	6 18.8%	23 71.9%	1 3.1%	
4. Shown interest in their work?			32 100.0%		1 3.1%	11 34.4%	20 62.5%		
5. Exhibited on-the-job growth?		1 3.1%	31 96.9%		5 16.1%	15 48.4%	11 35.5%		
6. Shown initiative in the performance of routine duties?		1 3.1%	31 96.9%		7 22.6%	8 25.8%	15 48.4%	1 3.2%	
7. Been punctual and maintained good attendance?		1 3.1%	31 96.9%		1 3.2%	11 35.5%	18 58.1%	1 3.2%	

*This column was not included on the original questionnaire.

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?		4 9.13	35 81.4%	4 9.3%	1 2.9%	1 2.9%	13 37.1%	19 54.3%		1 2.9%
2. Encouraged students to communicate orally?		7 16.3%	30 69.8%	6 13.9%		3 10.0%	14 46.7%	10 33.3%	2 6.7%	1 3.3%
3. Guided pupils through example, redirection and speech?		10 23.3%	28 65.1%	5 11.6%			15 53.6%	12 42.9%	1 3.6%	
4. Encouraged correct pupil usage of materials?		3 7.0%	34 79.1%	6 13.9%		2 5.9%	11 32.4%	20 58.8%	1 2.9%	
5. Prepared materials (Displays, charts, etc.)?		4 9.3%	34 79.1%	5 11.6%		1 2.9%	10 29.4%	22 64.7%		1 2.9%
6. Maintained classroom equipment and supplies?		10 23.3%	29 67.4%	4 9.3%			7 24.1%	20 68.9%	1 3.4%	1 3.4%
7. Used ditto machines and other similar equipment?		11 25.6%	28 65.1%	4 9.3%	2 7.1%		5 17.9%	20 71.4%		1 3.6%
8. Maintained an orderly room environment?		5 11.6%	32 74.4%	6 13.9%		2 6.3%	13 40.6%	17 53.1%		
9. Supervised students during cafeteria hours?		14 32.6%	17 39.5%	12 27.9%			2 11.8%	7 41.2%	6 35.3%	2 11.8%
10. Supervised students in halls during passing periods or noon periods?		8 18.6%	26 60.5%	9 20.9%			6 23.1%	13 50.0%	6 23.1%	1 3.8%
11. Accompanied students on study tours?		1 2.3%	39 90.7%	3 7.0%			9 23.1%	25 64.1%	4 10.3%	1 2.6%
12. Acted as a liaison between school and community in the interpretation of school programs?		2 4.6%	25 58.1%	16 37.2%		1 4.0%	4 16.0%	16 64.0%	4 16.0%	

*This column was not included on the original questionnaire.

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

***Responses below are those of teachers who had teacher aides.**

School _____

Yes ☐ 32 74.4%

Grade(s) Taught _____

Regardless of whether or not you had a Teacher Aide under your direct supervision this year, please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	*No Response	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and small group activities within the classroom?		4 12.5%	28 87.5%		1 3.6%	1 3.6%	12 42.9%	14 50.0%		
2. Encouraged students to communicate orally?		7 21.9%	23 71.9%	2 6.2%		3 13.0%	12 52.2%	7 30.4%	1 4.3%	
3. Guided pupils through example, redirection and speech?		10 31.3%	22 68.7%				13 59.1%	9 40.9%		
4. Encouraged correct pupil usage of materials?		3 9.4%	28 87.5%	1 3.1%		2 7.1%	9 32.1%	17 60.7%		
5. Prepared materials (Displays, charts, etc.)?		3 9.4%	28 87.5%	1 3.1%		1 3.6%	8 28.6%	19 67.8%		
6. Maintained classroom equipment and supplies?		9 28.1%	23 71.9%				6 26.1%	17 73.9%		
7. Used ditto machines and other similar equipment?		10 31.3%	22 58.7%		2 9.1%		4 18.2%	15 68.2%		1 4.5%
8. Maintained an orderly room environment?		5 15.6%	26 81.3%	1 3.1%		1 3.8%	11 42.3%	14 53.8%		
9. Supervised students during cafeteria hours?		9 28.1%	14 43.8%	9 28.1%				7 50.0%	6 42.9%	1 7.1%
10. Supervised students in halls during passing periods or noon periods?		6 18.8%	21 65.6%	5 15.6%			5 23.8%	10 47.6%	6 28.6%	
11. Accompanied students on study tours?		1 3.2%	30 93.7%	1 3.2%			6 20.0%	20 66.7%	4 13.3%	
12. Acted as a liaison between school and community in the interpretation of school programs?		2 6.2%	20 62.5%	10 31.3%		1 5.0%	3 15.0%	12 60.0%	4 20.0%	

*This column was not included on the original questionnaire.

☐ Regular Classroom Teacher
☐ Swing Teacher
☐ TALD

School _____

Grade(s) Taught _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		8 18.6%	33 76.7%		2 4.7%
2. Nurse and Program of Health Services		19 44.2%	16 37.2%	6 13.9%	2 4.7%
3. Reading Laboratories	2 4.7%	25 58.1%	15 34.9%		1 2.3%
4. Teacher Assistant in Language Development	1 2.3%	29 67.4%	8 18.6%	3 6.9%	2 4.7%
5. Instructional Media Specialist	2 4.7%	24 55.8%	13 30.2%	3 6.9%	1 2.3%
6. Consultant in Individual Guidance	4 9.3%	9 20.9%	24 55.8%	5 11.6%	1 2.3%
7. Research Department Psychological Testing Service	6 13.9%	12 27.9%	19 44.2%	5 11.6%	1 2.3%
8. Instructional Equipment, Books and Supplies		7 16.3%	33 76.7%	1 2.3%	2 4.7%
9. Cultural Enrichment Activities - On Site	1 2.3%	8 18.6%	32 74.4%	1 2.3%	1 2.3%
10. Cultural Enrichment Activities - Study Tours		8 18.6%	33 76.7%	1 2.3%	1 2.3%
11. In-Service Activities - Centrally Organized by District ESEA Office	4 9.3%	17 39.5%	19 44.2%	2 4.7%	1 2.3%
12 In-Service Activities - On Site	1 2.3%	19 44.2%	21 48.8%	1 2.3%	1 2.3%
13. Attendance Supervisor	2 4.7%	6 13.9%	25 58.1%	8 18.6%	2 4.7%
14. Teacher Aides	1 2.3%	18 41.9%	20 46.5%	3 6.9%	1 2.3%
15. Counseling Services	1 2.3%	4 9.3%	34 79.1%	3 6.1%	1 2.3%
16. Clerical Assistance	1 2.3%	12 27.9%	24 55.8%	4 9.3%	2 4.7%

OAKLAND PUBLIC SCHOOLS
Research Department

Boy ☐
Girl ☐

SENIOR HIGH STUDENT SELF-RATING FORM

Name _____ Date _____
Last Name First Middle Initial

School _____ Grade _____

Teacher _____ Period _____

PART I

Listed below in items A-Q are a number of skills taught in schools. Please rate yourself by picking one of the five choices below for each item.

1. POOR (I have almost no skill in this area.)
2. BELOW AVERAGE (I consider myself weak in this skill.)
3. AVERAGE (I feel I'm of average ability.)
4. ABOVE AVERAGE (I'm not perfect in this skill, nor do I make many errors.)
5. VERY GOOD (If I were a teacher, I'd rate myslef "A" in this skill.)

Rate yourself by writing the number 1, 2, 3, 4 or 5 in the blank to the left of each item. Rate your ability to . . . . . .

___ A. understand and follow written directions.
___ B. understand what you read.
___ C. write paragraphs
___ D. study
___ E. capitalize and punctuate.
___ F. explain your thoughts when making a speech before classmates.
___ G. apply reference skills in the library.
___ H. write compositions such as themes, essays poetry or stories.
___ I. read quickly.
___ J. solve arithmetic word problems.
___ K. understand and follow directions given aloud by teachers.
___ L. explain your thoughts when talking casually with classmates.
___ M. write sentences.
___ N. take helpful notes in class or when you are reading.
___ O. write letters.
___ P. explain your thoughts when talking casually with adults.
___ Q. spell.
___ R. How do you rate yourself as a student? Consider all the skills (items A-Q) listed above. Pick from the same 1, 2, 3, 4 or 5 choices you used above.

PART II

Items A-F are made up of statements or questions followed by five possible answers, each of which are listed as either 1, 2, 3, 4 or 5. Pick the answer that best describes you and write it in the blank.

EXAMPLE: ___ How much do you weigh?

1. less than 90 lbs. 2. 90 to 109 lbs.
3. 110 to 129 lbs. 4. 130 to 150 lbs.
5. more than 150 lbs.

If you weigh 134 lbs., the correct answer is 4. Therefore, you must mark the item as follows:

4 How much do you weigh?

___ A. During a school month, how many times are you usually tardy?

1. 16 or more times.
2. 11 to 15 times.
3. 6 to 10 times.
4. 1 to 5 times.
5. never.

____ B. How much time do you usually study or do homework before the school day begins or after it is over?
1. No time.
2. 1 to 15 minutes.
3. 16 to 30 minutes.
4. 31 minutes to one hour.
5. More than one hour.

____ C. How sure are you that you will graduate from high school?
1. I definitely will.
2. I'm fairly sure.
3. I don't know.
4. I may not.
5. I definitely will not.

____ D. What plans have you made about what you will do after high school?
1. I have made no plans.
2. I will continue my education.
3. I will work.
4. I will enter a branch of the Armed Services.
5. Other plans; please explain_____

_____

____ E. If you plan to continue your education after high school, do you plan to .....
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four year college or university.
5. I do not plan to continue my education.

____ F. If high school requirements, grades, money and other problems were not to be considered and you were free to pick any sort of after high school education you wanted, would you plan to .....
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four year college or university.
5. I would not continue my education.

PART III

Each of the remaining items asks you to write in the blank, the name of a job or occupation that best answers the particular item as far as you are concerned. If you cannot think of the name of the job or occupation that best answers the item for you, a brief description of what this type of worker does will be all right.

A. If you plan to work soon after you finish high school, what type of work do you really plan to do?

_____

B. If you plan to work soon after you finish high school, and you could have any job you wanted, what type of work would you do?

_____

C. What type of work do you actually think you will do during most of your working years?

_____

D. What type of work would you do during most of your working years if you could have any job you wanted?

_____

E. What sort of work do your parents think you will do?

_____

PART IV

The items below give you a chance to tell how you feel about certain things here at school. Try to be as honest as you can. There are no "right" answers - how you feel is the important thing.

Read each question carefully and select your answer to it from those below. Write the number of your answer in the blank to the left of each question.

1 = Strongly agree	4 = Slightly disagree
2 = Agree	5 = Disagree
3 = Slightly agree	6 = Strongly disagree

* * * *

OAKLAND PUBLIC SCHOOLS
Research Department

TEACHER'S QUESTIONNAIRE - ESEA PROGRAM
MC CLYMONDS HIGH SCHOOL
1966-67

A survey of faculty evaluative opinions and suggestions is being made in all ESEA schools. The results of these questionnaires will be incorporated in the evaluation report to the State Department of Education. Locally, the results will be considered in the planning of next year's program.

---

1. Are you working primarily with:

6 ☐ basic English classes (regular English Teacher) OR 4 ☐ small group instruction program (ESEA Reading Teacher)

2. This year, how frequently have you worked with another teacher in a "team concept" approach?

☐ 3 to 5 days per week 2 ☐ 1 or 2 days per week 7 ☐ Occasionally, on special projects or units 1 ☐ Seldom or never

3. In your opinion, how effective has the "team concept" approach been in improving the reading and language development of students at McClymonds?

2 ☐ Very effective 4 ☐ Somewhat effective ☐ Not effective 4 ☐ Do not Know

4. To what extent have you made use of the supplementary <u>instructional</u> materials provided under the ESEA program?

5 ☐ Used them extensively 5 ☐ Used them occasionally ☐ Used them infrequently ☐ Have not used them

a. Have quantities been sufficient? 8 ☐ Yes No 1 ☐

b. Overall, how would you rate their effectiveness?

☐ Excellent 6 ☐ Very good 3 ☐ Good 1 ☐ Fair ☐ Poor

c. Please describe 2 or 3 types of ESEA-provided materials which were effective, those which you would recommend for continued use.

2 Poetry Books — 1 Controlled Reader

2 Plays — 5 Tape Recorders or record player

3 Word games

3 SRA lab

4 Sets of Paperback books

5. To what extent have you made use of the audio-visual equipment (Tach-X, Controlled Readers, tape recorders, etc.) provided under the ESEA program?

4 ☐ Used it extensively 6 ☐ Used it occasionally ☐ Used it infrequently ☐ Have not used it at all 1 no reply

a. Have quantities been sufficient? Yes 9 ☐ No ☐

b. Overall, how would you rate the effectiveness or value of the audio-visual equipment?

☐ Excellent 5 ☐ Very good 4 ☐ Good ☐ Fair 1 ☐ Poor

c. Which type of equipment has proved most effective? _____

8 Tape recorders 3 Record players

1 Opaque projector 1 Film projector

3 Controlled Readers

6. How valuable have the ESEA clerical services been to you in the preparation of materials, tests, worksheets, etc.?

6 ☐ Very valuable 1 ☐ Valuable 3* ☐ Of little value ☐ Of no value

*All remarked that they had not used clerical services.

7. For each of the following areas please indicate <u>your estimate</u> of the results which were achieved <u>with the majority of students with whom you have worked in the ESEA program</u>:

	Marked positive results	Moderate positive results	Limited positive results	No results evident
a. Improvement of oral language skills	1	4	4	1
b. Improvement in reading comprehension	2	2	6	
c. Improvement in word attack skills	1	6	3	
d. Improvement in written language expression (content)		6	3	1
e. Improvement in motivation for learning	2	7		1
f. Improved study habits (attitude and mechanics)		3	4	3
g. Increased self-confidence	4	4	2	

8. Have you had a Teacher Aide working under your supervision this spring semester? 6 ☐ No 2 ☐ Yes

Regardless of whether or not you had a Teacher Aide under your supervision this year, please check (✓) either Yes, No, or Don't Know in the appropriate box for every item in PART I. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes in PART II to indicate your opinion of how valuable these services have been.

HAVE TEACHER AIDES:	PART I			PART II					
	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Reply
8a. Supervised individual and small group activities within the classroom?	1	4	5			1	2		1
8b. Encouraged students to communicate orally?	2	1	6					1	
8c. Guided pupils through example, redirection and speech?	3	1	6				1	1	
8d. Prepared materials (Displays, charts, etc.)?	1	6	3				4	1	1
8e. Maintained classroom equipment and supplies?	2	4	4				3		1
8f. Used ditto machines and other similar equipment?	2	1	6			1		1	1
8g. Maintained an orderly room environment?	2	3	5			1	1		1
8h. Accompanied students on study tours?	1	6	3				5		1
8i. Acted as a liaison between school and community in the interpretation of school programs?	1	3	5			2	2		
8j. Acted as liaison between school and home in helping improve student attendance?	1	7	2		1	1	4		1

615

9. Regardless of whether or not you had a Teacher Aide under your supervision, please check (✓) either Yes, No, or Don't Know for every item in PART I. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes in PART II to indicate your knowledge or opinion of how frequently most Aides in your school demonstrated these characteristics.

HAVE TEACHER AIDES:	PART I			PART II			
	No	Yes	Don't Know	Occasionally	Frequently	Always	No Reply
9 a. Been able to interact positively with students?		3	6		2		1
9 b. Willingly accepted all assignments?		6	4			5	1
9 c. Accepted suggestions and guidance freely?		5	5			4	1
9 d. Shown interest in their work?		7	3			6	1
9 e. Exhibited on-the-job growth?		4	5		2	1	1
9 f. Shown initiative in the performance of routine duties?		5	4		2	2	1
9 g. Been punctual and maintained good attendance?		6	3		1	4	1

616

10. What suggestions do you have for improving the teacher aide program in your school?

2 - No suggestions for improvement

1 - Excellent as is

2 - Need for common planning time

1 - Include men

2 - Better definition of role

2 - Extend efforts at communicating with community

Please check (✓) the appropriate box at the right.		No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Reply
11.	How much effect has the Cultural Enrichment Program had in providing students with:						
11 a.	An increased understanding and awareness of the broad economic and cultural fabric of the community?			7	2	1	
11 b.	Needed experiential background for increased perceptual and intellectual development?			6	3	1	
11 c.	Rewarding contacts with the many cultural and enrichment offerings in the area?			6	3	1	
11 d.	An increased awareness of possible alternatives in the vocational sphere above and beyond the unskilled stratum?		3	4	1	2	
11 e.	Expanded contact with business and industrial enterprises throughout the area?		2	4		3	1
11 f.	Increased awareness of opportunities for educational and economic betterment?		2	3	3	2	
11 g.	Opportunities to share enriching experiences with children of other races, nationalities, and socio-economic background?	1	5	1	1	2	

12. Please list briefly the Cultural Enrichment activities in which your English class students have participated. Please also indicate the approximate number of your students participating in each activity by section level (A, B, C section).

Activity	Date	No. A Section	No. B Section	No. C Section
(1) _____	____	_____	_____	_____
(2) _____	____	_____	_____	_____
(3) _____	____	_____	_____	_____
(4) _____	____	_____	_____	_____
(5) _____	____	_____	_____	_____

618

13. In your opinion, with which section-level was the program most effective?

☐ A Sections ☐ B Sections ☐ C Sections ☐ No difference between section levels.

14. Please check (✓) Yes or No in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the listed activities, please place another check (✓) mark in one of the boxes to the right of the Yes column to indicate your opinion of the value of that activity.

	Did you participate in any of the following in-service activities centrally organized by the District ESEA office involving:	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	
14 a.	Meetings related to reading and language arts instruction?	5	5			3	2		
14 b.	Classroom observations?	8	2		1	1			
14 c.	Other inter-school visitations?	10							
14 d.	Other? (Please specify)								
	(1) CCTE Conf.		1				1		
	(2)								
	(3)								

15.	Did you participate in any on-site in-service activities which were designed to:	No	Yes	No Value	Little Value	Some Value	Much Value	Don't Know	
15 a.	Provide opportunities to develop better techniques for reading and language development?		10			6	4		
15 b.	Provide opportunities to examine, evaluate and select the best new materials?		10		1	5	4		
15 c.	Provide opportunities for observations and the exchange of successful ideas and techniques at your school?	1	9			5	4		

16. **Please cite two or three features of this year's ESEA program that helped you most to do effective work with the students.**

3	Classroom sets of materials		1	Diary of Anne Frank	
5	Reduction of class size; reading teachers taking part of group		3	The Good Earth	
			2	Tape recorders, record players	
2	Coordinator's assistance		1	Movies	
1	Clerical assistance	1 Teacher aide	4	Cultural enrichment	
1	Flexible curriculum				

620

17. **What problems were there in this year's ESEA program which may have limited the effectiveness of your work with the students?**

1	Should include more than "C" sections.	1	Difficulties in ordering materials
1	Should organize earlier	1	Need for more diversified materials.
2	Student attitudes/attendance poor		
4	Need far more planning time; in-service time; etc.		
1	Administrative disapproval of Sonora trip.		
1	Evaluation methods time consuming/inappropriate		

EPL:im
4/14/67-
pp

OAKLAND PUBLIC SCHOOLS - RESEARCH DEPARTMENT

POST-EVALUATION

☐ CLASSROOM TEACHER'S EVALUATION OF STUDENT'S READING SKILLS
☐ READING TEACHER'S EVALUATION OF STUDENT'S READING SKILLS
(CHECK)

I.D. CODE 0 1 2 3 4 5 6 7 8 9

PLEASE FILL IN THE BLANKS DIRECTLY BELOW, DISREGARDING THE CODING TO THE RIGHT.

STUDENT NAME _____
FIRST MIDDLE LAST

SCHOOL _____ GRADE _____

☐ CLASSROOM TEACHER
☐ REMEDIAL READING TEACHER _____

NUMBER OF READING TEACHING SESSIONS TO DATE _____
(CHECK)

DATE _____ SEX: ☐ BOY ☐ GIRL

DIRECTIONS: PLEASE BLACKEN THE SPACE BELOW THE NUMBER THAT MOST NEARLY REPRESENTS YOUR KNOWLEDGE OR OPINION OF THE FACTORS LISTED BELOW. MAKE YOUR MARKS HEAVY AND BLACK. ERASE COMPLETELY ANY RESPONSES YOU WISH TO CHANGE.

B B

COMPARED TO YOUR KNOWLEDGE OF THIS STUDENT AT THE INCEPTION OF THE PROJECT?

THIS STUDENT'S	SHOWN NO IMPROVEMENT ↓ (0 1)	SHOWN LITTLE IMPROVEMENT (2 3)	SHOWN SOME IMPROVEMENT (4 5)	SHOWN MARKED IMPROVEMENT ↓ (6 7)	HAVE NOT OBSERVED (8)	DOES NOT APPLY (9)
1. UTILIZATION OF A VARIETY OF WORD ATTACK SKILLS HAS						
2. SKILL AT WORD RECOGNITION HAS						
3. UNDERSTANDING OF WORD MEANINGS HAS						
4. COMPREHENSION OF WHAT HE READS HAS						
5. SKILL AT READING INDEPENDENTLY HAS						
6. USE OF TIME PROVIDED FOR VOLUNTARY READING HAS						
7. SKILL IN READING FOR A VARIETY OF PURPOSES SUCH AS						
A. READING FOR APPRECIATION HAS						
B. READING TO LOCATE INFORMATION HAS						
C. READING TO IDENTIFY MAIN IDEAS HAS						
D. READING FOR CRITICAL EVALUATION HAS						
8. DESIRE TO LEARN TO READ HAS						
9. INTEREST IN RECREATIONAL READING HAS						
10. GENERAL ATTITUDE TOWARD SCHOOL HAS						
11. INTEREST IN USING THE SCHOOL LIBRARY HAS						
12. CONFIDENCE IN READING HAS						
13. VISUAL DIFFICULTIES HAVE						
14. HEARING DIFFICULTIES HAVE						

557 PRINTED IN U. S. A.

5/2/67

RAI 0-14

OAKLAND PUBLIC SCHOOLS
Research Department

School_____
N = 7

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect has the Cultural Enrichment program had in providing students with:						
1. An increased understanding and awareness of the broad economic and cultural fabric of the community?	1 14.3%		3 42.9%	2 28.6%		1 14.3%
2. Needed experiential background for increased perceptual and intellectual development?	1 14.3%	1 14.3%	1 14.3%	3 42.9%		1 14.3%
3. Rewarding contacts with the many cultural and enrichment offerings in the area?		1 14.3%	1 14.3%	4 57.1%		1 14.3%
4. An increased awareness of possible alternatives in the vocational sphere above and beyond the unskilled stratum?	2 28.6%			2 28.6%	1 14.3%	2 28.6%
5. Expanded contact with business and industrial enterprises throughout the area?	2 28.6%		2 28.6%	1 14.3%	1 14.3%	1 14.3%
6. Increased awareness of opportunities for educational and economic betterment?	2 28.6%	1 14.3%	2 28.6%	1 14.3%		1 14.3%
7. Opportunities to share enriching experiences with children of other races, nationalities, and socio-economic background?	1 14.3%	1 14.3%	2 28.6%	1 14.3%	1 14.3%	1 14.3%

School_____

1. Did your staff receive any services from the consultant in Individual Guidance? Yes [6] 85.7% No [1] 14.3%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to your staff? Yes [5] 71.4% No [ ] No Response 2 28.6%

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful was the guidance consultant's service in:						
3. Assisting staff members to understand children's behavior?		1 14.3%		5 71.4%		1 14.3%
4. Planning useful steps in working with children?		1 14.3%		5 71.4%		1 14.3%
5. Channeling the children's efforts toward better achievement and behavior?		1 14.3%	2 28.6%	3 42.9%		1 14.3%
6. Helping staff members feel more secure or comfortable in working with the children?	1 14.3%		2 28.6%	3 42.9%		1 14.3%
7. Facilitating communication with hard-to-reach parents?			1 14.3%	5 71.4%		1 14.3%
8. Securing helpful community services?				6 85.7%		1 14.3%
9. Assisting with the development of special plans or programming for individual children?	1 14.3%		2 28.6%	3 42.9%		1 14.3%

* Responses below are those of Principals indicating they had received Individual Guidance Services 2*

School _____

1. Did your staff receive any services from the consultant in Individual Guidance? Yes [6] 85.7% No [ ]

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	
2. Would more contact (or time) with the consultant have been helpful to your staff? Yes [5] 83.3% No [ ] No Response 1 16.7%						
How helpful was the guidance consultant's service in:						
3. Assisting staff members to understand children's behavior?		1 16.7%		5 83.3%		
4. Planning useful steps in working with children?		1 16.7%		5 83.3%		
5. Channeling the children's efforts toward better achievement and behavior?		1 16.7%	2 33.3%	3 50.0%		
6. Helping staff members feel more secure or comfortable in working with the children?	1 16.7%		2 33.3%	3 50.0%		
7. Facilitating communication with hard-to-reach parents?			1 16.7%	5 83.3%		
8. Securing helpful community services?				6 100.0%		
9. Assisting with the development of special plans or programming for individual children?	1 16.7%		2 33.3%	3 50.0%		

School_____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your knowledge or opinion of the manner in which most Aides in your school performed those duties.

HAVE TEACHER AIDES:	No	Yes	Don't Know	Occasionally	Frequently	Always	
1. Been able to interact positively with children?		7 100.0%		1 14.3%	2 28.6%	4 57.1%	
2. Willingly accepted all assignments?	1 14.3%	6 85.7%			1 16.7%	5 83.3%	
3. Accepted suggestions and guidance freely?	1 14.3%	6 85.7%			1 16.7%	5 83.3%	
4. Shown interest in their work?		6 85.7%	1 14.3%		2 33.3%	4 66.7%	
5. Exhibited on-the-job growth?		6 85.7%	1 14.3%	1 16.7%	3 50.0%	2 33.3%	
6. Shown initiative in the performance of routine duties?	1 14.3%	6 85.7%			3 50.0%	3 50.0%	
7. Been punctual and maintained good attendance?		7 100.0%			1 14.3%	6 85.7%	

School _____

Please check (✓) either Yes, No or Don't Know in the appropriate box immediately following each question below. Please respond to every item. If your response is Yes to any of the items, place a check (✓) mark in one of the boxes to the right of the Don't Know column to indicate your opinion of the value of that activity.

HAVE TEACHER AIDES:	No	Yes	Don't Know	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
1. Supervised individual and samll group activities within the classroom?	2 28.6%	5 71.4%			1 20.0%		3 60.0%	1 20.0%	
2. Encouraged students to communicate orally?	1 14.3%	5 71.4%	1 14.3%			1 20.0%	3 60.0%	1 20.0%	
3. Guided pupils through example, redirection and speech?	1 14.3%	5 71.4%	1 14.3%		1 20.0%	1 20.0%	2 40.0%	1 20.0%	
4. Encouraged correct pupil usage of materials?		5 71.4	2 28.6%		1 20.0%	2 40.0%	2 40.0%		
5. Prepared materials (Displays, charts, etc.)?	1 14.3%	6 85.7%		1 16.7%		2 33.3%	3 50.0%		
6. Maintained classroom equipment and supplies?	1 14.3%	6 85.7%				3 50.0%	3 50.0%		
7. Used ditto machines and other similar equipment?	1 14.3%	6 85.7%				3 50.0%	3 50.0%		
8. Maintained an orderly room environment?		6 85.7%	1 14.3%			1 16.7%	5 83.3%		
9. Supervised students during cafeteria hours?	4 57.1%	3 42.9%					2 66.7%		1 33.3%
10. Supervised students in halls during passing periods or noon periods?	5 71.4%	2 28.6%				1 50.0%	1 50.0%		
11. Accompanied students on study tours?	4 57.1%	3 42.9%					2 66.7%		1 33.3%
12. Acted as a liaison between school and community in the interpretation of school programs?	4 57.1%	2 28.6%	1 14.3%			1 50.0%	1 50.0%		

School_____

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
In general, how valuable has the Remedial Reading Program been in:						
1. Meeting the needs of students most in need of remedial help?		1 14.3%		6 85.7%		
2. Improving the basic skills involved in reading and language development?		1 14.3%		6 85.7%		
3. Increasing pupil motivation and interest in reading and language?	1 14.3%			6 85.7%		
4. Raising the reading and language achievement levels of students involved in special remedial classes to a point which will enable them to participate in regular classroom instruction?	1 14.3%		1 14.3%	5 71.4%		

OAKLAND PUBLIC SCHOOLS
Research Department

School Parochial

Remedial Reading Program

1. Please indicate what you consider to be the most significant benefit(s) to the students of your school from the ESEA Remedial Reading Services.

Individual and small group work (4)
Materials and equipment (3)
Improvement of reading skills (5)

2. Please cite the areas or aspects of the Remedial Reading Service that should be reviewed so that this service might be even better.

More time for remedial reading teacher (3)
Provide psychologist for testing (1)
Program satisfactory (1) Program should not be repeated next year--as such. (1)

3. Please indicate any comments you may have concerning the materials provided for the Remedial Reading Service (e.g., Is the type of materials appropriate for your students? Was there sufficient quantity of materials available?, etc.)

Appropriate (5)
Excellent (2)
Would like more books (3)

4. Please add any comments or suggestions you wish to make about the Remedial Reading program.

Possibly a longer period for the classes. (1)
I think the few who had a language problem received some help but that the others received no help or desire to want to improve. (1)
I am quite pleased with the remedial reading program and all phases related to it. (1)
Continue to extend into the classroom. (1)
The only suggestion would be that the remedial reading teacher have more time to work with classes and classroom teachers. (1)

OAKLAND PUBLIC SCHOOLS
Research Department

School_____

Please use this page for any additional comments or suggestions you may have regarding the ESEA services which you have received in your school.

A. B. and eight grader, can now read and enjoys reading because of reading class.

A. B. can sound out any word on her own and she is most eager to read aloud in class. Before the reading class she could not read and was very reluctant to get up to read in class.

I think that this is true of most of the children in the school who are in the program. Many of the parents have commented most favorably about the program. Would like to have some psychological testing done for certain students. (1)

Better coordination of time schedules between the Reading Teacher and Guidance Consultant. (1)

Provisions made for more students to benefit from the reading program-based on need for reading improvements, regardless of family income! (1)

Thank you! (3)

We are most grateful for the consistently thoughtful efforts of all connected with the ESEA office to assist us.

The possibility of more field trips for groups of 40 rather than limited to 30. (1)

WRM:mm 4/7/67

RELATED READING ACTIVITIES AND SELECTED ENRICHMENT TECHNIQUES USED IN THE "SECOND HOUR" OF READING IN ONE ESEA ELEMENTARY SCHOOL

The ESEA reading program in Oakland is committed to an hour of related and enriching reading activities in addition to the developmental reading hour. The following are brief descriptions of a few of the activities which teachers believed to be beneficial and creative and which children enjoyed.

Correlation of Subjects

In a first grade, choral reading, creative rhythms, and music were combined. Selected poems on the theme of spring and growing flowers were duplicated for the children in large type. First, the poems were used as reading material. Children were helped to feel the rhythm of the phrases and also, to appreciate, as fully as possible, the meaning of the words. Appropriate music was played on the phonograph - music that followed the emotional tone and cadence of the poetry. Children were divided into groups. As the music played in the background, some children danced out the meaning of the words. Different children took the parts of the "dancing sunbeams", "breezes from the north and south", and buds that "circle in a curious way" as they grow to be full-grown flowers. Another group read the poems in chorus as the music and dancing progressed. Simple crepe paper petals and streamers helped to give the children a feeling of reality for the written and spoken word.

Another first grade group composed original music to make a song from a poem in an enrichment reading book. First, the poem was read to the children. Next, the children read the poem together. Individual children were asked to suggest "singing sounds" for the poem, line by line. The teacher wrote down the notes on the blackboard explaining that music can be read just as talking can be written down and read. The children actually learned the words and music from memory during the composing, refining, and recording on the blackboard. The "song" was put on a chart, and a teacher who had not heard the composing was asked to play the song on the song bells without any help from the children.

Another class made a collection of poems on a number theme to make into a book. The poems were duplicated in large type, and the resulting book used as supplementary reading, verse choir fashion, so that all could take a part in it even if by rote. Poems included "Numbers Are Fun", "The Clock", "Ten Little Indians", and "The Birthday Candles".

In the lower grades poems and correlated art work were used in connection with holiday themes. Children made cards for Christmas, Valentine's Day, Easter, Halloween, Mother's Day, etc. using many kinds of art media (printing, tissue-craft, paint, torn paper) and combining with original and copied poems. An unusually fine second grade example was a placque made to usher in spring which consisted of lovely three-dimensional paper sculpture daffodils mounted above the poem carefully written by the children. The children love to read the poems both individually and in choir.

Poetry was used in the upper grades to develop comprehension and help in the formation of mental images. First, the poem was read several times to the children. Next, children were asked to see how many different pictures

they saw in the poem. They folded paper into sections going across a paper and drew a small picture of each different mental image in order on the left hand part of each section of paper, using as many sections as needed. Pictures were discussed - each child could tell how many different images he personally saw. Later, a sentence was to be written to summarize the meaning in each picture. More discussion followed. Finally, the sentences were put together to make a paragraph summarizing the poem.

Reading was used in correlation with social sciences in other than the usual textbook or library book reading and research work. For the fourth grade, the book California Gold Days was put on tape following the printed text in the following manner. A series of lessons was developed, each lesson included an introduction for a particular skill such as using the table of contents, reading a map, using the index, etc., an introduction to the part of the book to be read, the actual section of the text and a worksheet with instructions for using all on the same taped lesson. After field study tours, vocabulary lists were compiled and children learned to read the words they had "experienced". Some classes wrote stories about their trip and illustrated them. The stories were read at assemblies as the art work was shown. At other times, teachers took photographs of the children and the places visited. Later, the children discussed the photos which were shown from the opaque projector or from 35mm transparencies.

The Chandler Language Experience Reading Series was sometimes used as social studies material in addition to the basal reading series. In beginning second grade and ending first grade, the cartridges and pre-primers proved to be extremely valuable preparatory and review material for trips to the park across the street or across the bay and to the small local zoo or the magnificent zoo in San Francisco. This material is new to most children and easy enough to use in most of these grades with the whole class. The guides included enriching poetry and language development ideas. The pictures of children swinging, sliding, riding a bus, looking at the animals, etc. are most appropriate content.

Reading and drama was a favorite combination, and it took many forms. Sets of mimeographed plays were obtained from the warehouse and used for supplementary reading at many grade levels. Emphasis was on entertainment and experience rather than polished productions. Books of plays - The Golden Goods, The Straw Ox, etc. were used in the same way. Short plays were memorized and given for assemblies (one for a PTA program). These experiences were considered valuable when they were short, and when many children could have a part because in this media the children were forced to project their voices without reliance on a microphone (although the use of the microphone was basic and continuing part of our program). On one occasion, the play Cinderella was done in pantomime to a long-playing record.

Reading and drama often took the form of a puppet show. Stick puppets, paper bag puppets, and commercial puppets, and home-made doll puppets were used in many ways. One of the most effective productions involved much reading practice. A third grade class was divided into working groups. The group that needed enriching in reading above grade level was given a book of plays to look over. The children decided upon a play they would like to do and decided upon parts. Other groups in the class selected the puppets, scenery, or sound effects and puppet manipulation they would work on. Each child in the class was involved in some way. The play was finally

read and taped. The puppet theatre was set up for an assembly, and the puppets performed to the pre-taped script.

Reading was developed through the use of instruments besides the tape recorder. Reading was done by children from filmstrips. Movies were used to extend meanings. In the latter part of the year language masters were put into use. One technique worthy of special note was the use of the tachistoscope in regular classrooms (in addition to its use in the remedial reading workshop). Teachers felt the use of this instrument with a total fourth grade was beneficial - the spelling results improved after six weeks of daily tachistoscopic training. However, its use in a first grade showed extreme promise. The children looked forward to the lesson, gave good attention, showed tremendous improvement in the tested skill, and lead the teachers to believe that this method might be a very valuable aid to the diagnosing and prevention of some of the serious reading difficulties. (eg. regressions, reversals, concentrating, etc.)

Contests proved to be a successful motivating device for many pupils. In individual classes, the best letter writer for a day was a winner. In the whole school, the best book report at each level won a prize. The best essay-writers in the sixth grade were able to read their essays for graduation. In the whole neighborhood, the Housing Contest gave motivation to good essay writing.

Certainly, the library provided tremendous amounts of supplementary reading experience at all grade levels. Many activities contribute - story-telling and skill-teaching by the librarian and teachers, checking out and reading books individually, book reporting in a myriad of ways, and group and individual research for other subjects. The librarian from the local branch of the public library was invited in to speak to the classes. Classes were invited to visit the branch, and many of them did. Many children filled out necessary forms for obtaining library cards, and began using the public library.

Newspapers were delivered daily to 5th and 6th grade classes. Weekly Readers used throughout the school.

APPENDIX II

SUPPORTIVE AND AUXILIARY SERVICES

APPENDIX II

SUPPORTIVE AND AUXILIARY SERVICES

CONTENTS

II-A	Annual Evaluation Reports, Project Information ESEA of 1965, Title I, Public Law 89-10	
	II-A-1 Counseling Services	635
	II-A-2 Individual Guidance Services	638
	II-A-3 Psychological Evaluation Services	641
	II-A-4 Library and Instructional Media Services	644
	II-A-5 Nursing Services	647
	II-A-6 Teacher Aide Services	650
II-B	Non-Standardized Instruments	
	II-B-1 ESEA Counselor Questionnaire, Junior High School	653
	II-B-2 ESEA Counselor Activity Time Study Form	658
	II-B-3 Counselor Contact Report	659
	II-B-4 Guidance Questionnaire - Teachers	660
	II-B-5 Guidance Questionnaire - Counselors	661
	II-B-6 Guidance Questionnaire - Students	662
	II-B-7 Circulation of Library Books Form	663
	II-B-8 Instructional Media Specialists and Librarians Record of Daily Professional Contacts and Services Form	664
	II-B-9 Nurses' Daily Report of Selected Medical and Dental Activities*	665

APPENDIX II-A-1

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Counseling Services

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	995	
8	888	
9	840	
10		
11		
12		
Total	2723	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures.

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 4 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 3 2
3b. 3 3
3c. 3 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. 5
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. _ _
9b. _ _
9c. _ _

01
03
05
07
10
13
14
15

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 2 0 2

Indicate the form of the test 10b. _____

and the level of the test 10c. 7 8 9

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. NA

13. What was the total cost encumbered for your major activity? 13. $51,393

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX II-A-2

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Individual Guidance Services

Was this a cooperative project of two or more LEA's?

Yes [X] No [ ]

Beginning Date: 0 9 1 2 6 6 (M M D D Y Y)

Ending Date: 0 6 1 6 6 7 (M M D D Y Y)

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2		
3	596*	
4		172*
5		
6		
7		
8	251*	
9		
10		
11		
12		
Total	847*	172*
Adults		

* Totals are accurate, grade level figures are unavailable

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 4 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 5 3
3b. 4 3
3c. 3 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. N o n e

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. __ __
5b. __ __
5c. __ __

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. N o n e

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. __ __
7b. __ __
7c. __ __

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. Not Applicable
8b. __
8c. __

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 0 7 Major
9b. 1 4
9c. __ __

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: — 10a. None

Indicate the form of the test — 10b. _____

and the level of the test — 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: — 12. None

13. What was the total cost encumbered for your major activity? — 13. $81,717

14. What was the total cost encumbered for your secondary activity? — 14. $_____

15. What was the total cost encumbered for your tertiary activity? — 15. $_____

APPENDIX II-A-3

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Psychological Evaluation Services

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date						Ending Date					
0	9	1	2	6	6	0	6	1	6	6	7
M	M	D	D	Y	Y	M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool	-	-
K		-
1		-
2		-
3	685*	-
4		-
5		-
6		-
7		-
8	308*	-
9		-
10		-
11		-
12		-
Total	993*	-
Adults	-	-

* Totals are accurate, grade level figures are unavailable.

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 4 0 4

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 5 3
3b. 2 2
3c. 2 3

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. N o n e

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. — —
5b. — —
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. N o n e

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. *
8b. —
8c. —

* No appropriate design category in Research Design Code

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4 **
9b. — —
9c. — —

** Also included 07 and 08

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. __ *__ __

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

* A wide variety of diagnostic, intelligence, personality, and achievement tests were used by psychologists

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $44,929

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX II-A-4

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Library and Instructional Media Services

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date						Ending Date					
0	9	1	2	6	6	0	6	1	6	6	7
M	M	D	D	Y	Y	M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled*	
	Public	Non-Public
Preschool		
K	1211	
1	1236	
2	1140	
3	1203	
4	1054	
5	1059	
6	1014	
7	995	
8	888	
9	840	
10	420	
11	331	
12	329	
Total	11720	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures.

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 3 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 2
3b. 2 1
3c. 2 2

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. ____

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. ____
5b. ____
5c. ____

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. ____

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. ____
7b. ____
7c. ____

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. N/A*
8b. ____
8c. ____

* No design category listed applicable

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4
9b. ____
9c. ____

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. _ _ _

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $113,404

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Nursing Services

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K	1211	
1	1236	
2	1140	
3	1203	
4	1054	
5	1059	
6	1014	
7	995	
8	888	
9	840	
10	420	
11	331	
12	329	
Total	11720	
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures.

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 5 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 5 1
3b. 5 2
3c. 5 3

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. — — — —

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. — —
5b. — —
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. — — — —

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. N/A*
8b. —
8c. —
* No design category listed applicable

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4
9b. — —
9c. — —

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. __ __ __

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $72,876

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX II-A-6

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Teacher Aide Services

Was this a cooperative project of two or more LEA's?

Yes * [X] No [ ]

* Service to parochial schools

Beginning Date (MM DD YY): 09 12 66

Ending Date (MM DD YY): 06 16 67

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K	1211	
1	1236	
2	1140	3
3	1203	42
4	1054	31
5	1059	27
6	1014	26
7	995	24
8	888	15
9	840	
10	420	
11	331	
12	329	
Total	11720	168
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures.

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 8 0 3

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 1
3b. 1 2
3c. 2 2

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. ___ ___ ___ ___

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. ___ ___
5b. ___ ___
5c. ___ ___

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. ___ ___ ___ ___

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. ___ ___
7b. ___ ___
7c. ___ ___

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. N/A *
8b. ___
8c. ___

* No design category listed applicable

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4
9b. ___ ___
9c. ___ ___

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. _ _ _

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $368,471

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

ESEA COUNSELOR QUESTIONNAIRE - JUNIOR HIGH

OAKLAND PUBLIC SCHOOLS
Research Department

School_____

N = 15

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect has the reduction of the Counselor-Student Ratio had in providing increased opportunity for:						
1. Group counseling sessions?		1 6.7%	5 33.3%	8 53.3%	1 6.7%	
2. Increased individualized services to students?		1 6.7%	4 26.7%	10 66.7%		
3. Increased student-counselor interaction?		1 6.7%	6 40.0%	8 53.3%		
4. Increased teacher-counselor interaction?		3 20.0%	5 33.3%	7 46.7%		
5. Increased parent-counselor interaction?	1 6.7%		7 46.7%	7 46.7%		

School_____

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Nurse and the Program of Health Services been:						
1. In assisting students to secure needed health services?		1 6.7%	1 6.7%	13 86.7%		
2. In providing health education to encourage desirable pupil health standards?		4 26.7%	6 40.0%	2 13.3%	3 20.0%	
3. In the follow-up on health recommendations and referrals?		1 6.7%	4 26.7%	10 66.7%		
4. In providing expanded services of visual and auditory screening as an aid in reducing problems affecting student achievement?		2 13.3	3 20.0	6 40.0	4 26.7	
5. In assisting to indentify students in need of health services or other assistance?		1 6.7%	3 20.0%	10 66.7%	1 6.7	

1. Did you receive any services from the Research Department Psychologist? Yes☐ 15 100.0% No☐

Regardless of your response to the above, please respond to questions 2 to 4 below:

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful have the following Research Department Psychological Testing Services been to you in:						
2. Consulting with you to interpret data obtained from psychological testing?		1 6.7%	3 20.0%	11 73.3%		
3. Interpreting individual student's learning problems?		1 6.7%	2 13.3%	12 80.0%		
4. Providing in-service training on psychological proglems related to learning?		1 6.7%	5 33.3%	9 60.0%		

School_____

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ 14 93.3 No ☐ No Response 1 6.7%

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ 10 66.7% No ☐ 4 26.7% No Response 1 6.7%	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful was the guidance consultant's service in:						
3. Assisting you or others to understand children's behavior?		1 6.7%	6 40.0%	7 46.7%		1 6.7%
4. Planning useful steps in working with children?	1 6.7%		4 26.7%	9 60.0%		1 6.7%
5. Channeling the children's efforts toward better achievement and behavior?		1 6.7%	8 53.3%	4 26.7%	1 6.7%	1 6.7%
6. Helping you or others feel more secure or comfortable in working with the children?	2 13.3 %	3 20.0%	6 40.0%	3 20.0%		1 6.7%
7. Facilitating communication with hard-to-reach parents?			4 26.7%	10 66.7%		1 6.7%
8. Securing helpful community services?			2 13.3%	9 60.0%	1 6.7%	3 20.0%
9. Assisting with the development of special plans or programming for individual children?	1 6.7%	1 6.7%	4 26.7%	8 53.3%		1 6.7%

School_____

* Responses below are those of counselors who received service from the individual guidance consultant.

N = 15

1. Did you receive any services from the consultant in Individual Guidance? Yes ☐ 14 93.3% No ☐

Regardless of your answer to question No. 1, please respond to questions 2 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	
2. Would more contact (or time) with the consultant have been helpful to you? Yes ☐ 10 71.4% No ☐ 4 28.6%						
How helpful was the guidance consultant's service in:						
3. Assisting you or others to understand children's behavior?		1 7.1%	6 42.9%	7 50.0%		
4. Planning useful steps in working with children?	1 7.1%		4 28.6%	9 64.3%		
5. Channeling the children's efforts toward better achievement and behavior?		1 7.1%	8 57.1%	4 28.6	1 7.1	
6. Helping you or others feel more secure or comfortable in working with the children?	2 14.3%	3 21.4%	6 42.9%	3 21.4%		
7. Facilitating communication with hard-to-reach parents?			4 28.6%	10 71.4%		
8. Securing helpful community services?			2 14.3%	9 64.3%	1 7.1%	2 14.3%
9. Assisting with the development of special plans or programming for individual children?	1 7.1%	1 7.1%	4 28.6%	8 57.1%		

School _____

In reviewing the various Compensatory Services provided in your school, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		4 26.7%	10 66.7%		1 6.7%
2. Nurse and Program of Health Services		7 46.7%	7 46.7%		1 6.7%
3. Reading Laboratories		8 53.3%	4 26.7%	2 13.3%	1 6.7%
4. Teacher Assistant in Language Development		10 66.7%	2 13.3%	2 13.3%	1 6.7%
5. Instructional Media Specialist	1 6.7%	11 73.3%	1 6.7%	1 6.7%	1 6.7%
6. Consultant in Individual Guidance		5 33.3%	9 60.0%		1 6.7%
7. Research Department Psychological Testing Service	1 6.7%	9 60.0%	4 26.7%		1 6.7%
8. Instructional Equipment, Books and Supplies	1 6.7%	2 13.3%	7 46.7%	4 26.7%	1 6.7%
9. Cultural Enrichment Activities - On Site	1 6.7%	3 20.0%	7 46.7%	3 20.0%	1 6.7%
10. Cultural Enrichment Activities - Study Tours	2 13.3%	6 40.0	5 33.3%	1 6.7%	1 6.7%
11. In-Service Activities - Centrally Organized by District ESEA Office		2 13.3%	9 60.0%	3 20.0%	1 6.7%
12. In-Service Activities - On Site		2 13.3%	10 66.7%	2 13.3%	1 6.7%
13. Attendance Supervisor		1 6.7%	13 86.7%		1 6.7%
14. Teacher Aides		8 53.3%	2 13.3%	4 26.7%	1 6.7%
15. Counseling Services		7 46.7%	6 40.0%	1 6.7%	1 6.7%
16. Clerical Assistance		1 6.7%	13 86.7%		1 6.7%

OAKLAND PUBLIC SCHOOLS
RESEARCH DEPARTMENT

ESEA COUNSELOR ACTIVITY TIME STUDY

COUNSELOR_____ SCHOOL_____ DATE_____

PLEASE KEEP A CUMULATIVE TALLY OF THE NUMBER OF MINUTES SPENT ON THE FOLLOWING ACTIVITIES DURING THE DAY.

ACTIVITY	TIME SPENT - MONDAY THRU FRIDAY, 8:30-3:30 (MINUTES) PLEASE PUT A CHECK (X) IN THE BOX AT LEFT IF ACTIVITY NOT PERFORMED ON THIS PARTICULAR DAY.	TIME SPENT BEFORE 8:30 OR AFTER 3:30 OR ON SATURDAY OR SUNDAY. (MINUTES)
CONTACT WITH COUNSELEES (INDIVIDUAL OR GROUP)	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180
CONTACT ABOUT COUNSELEES (PERSONAL OR BY TELEPHONE, WITH PARENTS, ADMINISTRATORS, TEACHERS, ETC.	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150
READING REPORTS, REFERRALS, MEMOS, STUDENT RECORDS, CIRCULARS, ETC.	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120
PREPARING REFERRALS	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
ATTENDANCE CLERICAL DUTIES	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
PROGRAMMING CLERICAL DUTIES	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
OTHER CLERICAL DUTIES	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
SUPERVISION OF PUPILS (HALLS, YARDS, CAFETERIA, ATHLETIC & SOCIAL EVENTS, ETC.)	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120
ADMINISTERING OR PROCTORING STANDARDIZED TESTS	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
STAFF, GUIDANCE, AND ADMINISTRATIVE MEETINGS	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120
IN-SERVICE MEETINGS	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120
COMMUNITY MEETINGS	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120
LUNCH	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 65 90 95 100 105 110 115 120	(OMIT)
OTHER ACTIVITIES (SPECIFY)	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200	☐ 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150

JM:LW
2-16-67

SM H82772

COUNSELOR CONTACT REPORT

APPENDIX II-B-3

(LAST)	STUDENT NAME (FIRST)	(INITIALS)

MAKE YOUR MARKS HEAVY AND BLACK--- ERASE COMPLETELY
ANY RESPONSE YOU WISH TO CHANGE

STUDENT I.D. CODE

SCHOOL CODE

COUNSELOR CODE

INTERVIEW NUMBER

A. CONTACT MADE WITH: (MULTIPLE RESPONSE POSSIBLE)

- ===== STUDENT
- ===== TEACHER
- ===== PRINCIPAL/V.P.
- ===== COUNSELOR
- ===== PARENT
- ===== GUIDANCE CONSULTANT
- ===== ATTENDANCE WORKER
- ===== PSYCHOL. (RESEARCH)
- ===== NURSE-DOCTOR
- ===== OTHER SCHOOL CONSUL.
- ===== COMMUNITY AGENCY
- ===== OTHER

B. NATURE OF CONTACT: (MARK ONE ITEM ONLY)

- ===== INDIVIDUAL COUNSELING
- ===== GROUP COUNSELING
- ===== GROUP GUIDANCE
- ===== TELEPHONE
- ===== INCIDENTAL
- ===== OTHER

C. CONTACT INITIATED BY: (MARK ONE ITEM ONLY)

- ===== STUDENT
- ===== TEACHER
- ===== PRINCIPAL/V.P.
- ===== COUNSELOR
- ===== PARENT
- ===== GUIDANCE CONSULTANT
- ===== ATTENDANCE WORKER
- ===== PSYCHOL. (RESEARCH)
- ===== NURSE-DOCTOR
- ===== OTHER SCHOOL COUNSUL
- ===== COMMUNITY AGENCY
- ===== OTHER

D. CONTENT OF CONTACT: (MARK ITEMS AS APPROPRIATE)

- ===== ACADEMIC ACHIEVEMENT
- ===== REVIEW PAST RECORD
- ===== CURRI. OR CLASS CHANGE
- ===== BEHAVIOR
- ===== ATTENDANCE
- ===== PERSONAL PROBLEM
- ===== EDUC. & VOC. OBJECTIVES
- ===== APPEARANCE
- ===== TEST INTERPRETATION
- ===== TESTING REQUEST
- ===== FINANCIAL PROBLEMS
- ===== FAMILY BACKGROUND
- ===== STUDY PROBLEMS
- ===== HEALTH PROBLEMS
- ===== PLAY/HOBBY INTEREST
- ===== OTHER

E. DIFFICULTY IN RELATIONSHIPS WITH: (MULTIPLE RESPONSE)

- ===== PEERS
- ===== SCHOOL PERSONNEL
- ===== PARENTS
- ===== OTHER ADULTS
- ===== OTHER SIBLINGS
- ===== OPPOSITE SEX
- ===== SAME SEX
- ===== SELF CONFLICT
- ===== OTHER

F. DURATION OF CONTACT (IN MINUTES) (MARK ONE ONLY)

- ===== 1- 5 MIN.
- ===== 6-10 MIN.
- ===== 11-15 MIN.
- ===== 16-20 MIN.
- ===== 21-25 MIN.
- ===== 26-30 MIN.
- ===== 31-35 MIN.
- ===== 36-40 MIN.
- ===== 41-45 MIN.
- ===== 46-50 MIN.
- ===== 51-55 MIN.
- ===== 56-60 MIN.
- ===== OVER 60 MIN.

G. LEVEL OF RAPPORT: (MARK ONE ITEM ONLY)

- ===== VERY GOOD
- ===== GOOD
- ===== FAIR
- ===== POOR
- ===== NO SHOW, COUNSELEE MISSED MEETING

H. DEGREE OF GROWTH OR PROGRESS: (MARK ONE ITEM ONLY)

- ===== VERY MUCH
- ===== MUCH
- ===== SOME
- ===== VERY LITTLE
- ===== NONE

I. COUNSELOR STEPS: (MULTIPLE RESPONSE POSSIBLE)

- ===== CONTACT STUDENT
- ===== CONTACT TEACHER
- ===== CONTACT PARENT
- ===== CONTACT PRINCIPAL/V.P.
- ===== CONTACT NURSE-DOCTOR
- ===== CONTACT RESEARCH PSYCHOLOGIST
- ===== CONTACT GUIDANCE CONSULTANT
- ===== CONTACT ATTENDANCE WORKER
- ===== CONTACT OTHER SCHOOL CONSULTANT
- ===== CONTACT COMMUNITY AGENCY
- ===== CONTACT FORMER SCHOOL
- ===== CONTACT FUTURE SCHOOL
- ===== GATHER & STUDY APPROPRIATE INFO.
- ===== CHANGE CLASS OR CURRICULUM
- ===== OTHER

OAKLAND PUBLIC SCHOOLS
13-3109-01 40M167-1

OAKLAND PUBLIC SCHOOLS
Research Department
APPENDIX II-B-4

School

GUIDANCE QUESTIONNAIRE--TEACHERS

Please answer each of the following questions in terms of "Yes," "No," or "Don't Know." Mark your answer at the bottom of the page after the number that corresponds with the number of the question. Blacken the space under "Yes," "No," or "Don't Know," using a number 2 pencil. Be sure to fill in the school name at the top of this form. Thank you.

1. Do you feel you are able to get to know your students' personal adjustment as well as you would like?

2. Do you feel that the school's program of educational and vocational guidance is adequately meeting the needs of its students?

3. Do you think that the school's testing program is broad enough to keep you apprised of the achievement and ability levels of your students?

4. Do you feel adequate provision is made in the guidance program for students to be seen individually when the need arises?

5. Do you feel that most students were programmed properly into your courses in terms of their abilities and interests?

6. Do you feel that most students have a realistic concept of their strengths and weaknesses?

7. Do you feel the school's program of study allows students sufficient opportunity for exploration?

8. Do you feel the school's program of extra-curricular activities includes all those students who want to take part?

9. When a pupil problem arises, do you always know which resource person has the responsibility for that particular situation?

10. Do you feel adequately informed regarding the uses that may be made of the results of standardized tests?

11. Are the results of standardized tests reported to you?

12. Are you aware of supplementary tests that are available to help you with particular educational and vocational problems?

13. Are you familiar enough with the school's file of occupational materials to use it as a resource in your teaching?

	YES	NO	DON'T KNOW
1.			x
2.			x
3.			x
4.			x
5.			x
6.			x
7.			x
8.			x
9.			x
10.			x
11.			x
12.			x
13.			x

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APPENDIX II-B-5

School Junior High

GUIDANCE QUESTIONNAIRE--COUNSELORS

N = 15

Please check (✓) appropriate box at right	Yes	No	Don't Know
1. Do you feel you are able to get to know your counselees' personal adjustment as well as you would like?	20.0% 3	73.3% 11	6.7% 1
2. Do you feel that the school's program of educational and vocational guidance is adequately meeting the needs of its students?	40.0% 6	46.7% 7	13.3% 2
3. Do you feel you are able to see your counselees enough during the school year to satisfy their needs?	13.3% 2	86.7% 13	
4. Do you feel that you are successful in your attempts to program counselees according to their abilities and interests?	73.3% 11	26.7% 4	
5. Do you feel your counselees have a realistic concept of their strengths and weaknesses?	6.7% 1	93.3% 14	
6. Do you feel the school's program of study allows students sufficient opportunity for exploration?	13.3% 2	80.0% 12	6.7% 1
7. Do you feel the school's program of extra-curricular activities includes all those students who want to take part?	40.0% 6	26.7% 4	33.3% 5
8. Do you feel you have sufficient understanding of the requirements necessary for obtaining various scholarships?	73.3% 11	26.7% 4	
9. Do you feel your school's graduation requirements are clear and free of ambiguity?	53.3% 8	46.7% 7	
10. Do you feel adequately informed regarding all of the possible uses that may be made of the results of standardized tests?	60.0% 9	33.3% 5	6.7% 1
11. Would you say that students and their parents are kept adequately informed of students' programs?	60.0% 9	40.0% 6	

WRM:gh
8/12/67

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX II-B-6

School

GUIDANCE QUESTIONNAIRE--STUDENTS

7th 8th 9th
Circle your grade

Please answer each of the following questions in terms of "Yes," "No," or "Don't Know." Mark your answer at the bottom of the page after the number that corresponds with the number of the question. Blacken the space under "Yes," "No," or "Don't Know," using a soft lead pencil. Be sure to fill in your school name and circle your grade at the top of this form. Thank you.

1. Have you ever talked with your counselor about things that have bothered you?

2. Do you feel that your counselor is personally interested in you?

3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?

4. Does your counselor see you enough during the school year to give you the help you feel you need?

5. Do you feel the selection of courses at your school allows you to explore your interests as much as you would like?

6. Do you have a clear idea of how scholarships are awarded?

7. Do you have a clear idea of what constitutes college requirements?

8. Do you feel that you know all the extra-curricular (clubs, athletics, etc.) opportunities that the school makes available to its students?

9. Are the results of your tests of achievement, aptitude, and interest reported to you?

10. Do you know that special tests are available to help you with particular educational and vocational problems?

11. Do you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?

12. Do you know that counselors are specially trained for their work?

13. Do you feel you know all the courses available to you in school and what each course is about?

YES	NO	DON'T KNOW		YES	NO	DON'T KNOW		YES	NO	DON'T KNOW		YES	NO	DON'T KNOW	
1.			x x x x	2.			x x x x	3.			x x x x	4.			x x x x
5.			x x x x	6.			x x x x	7.			x x x x	8.			x x x x
9.			x x x x	10.			x x x x	11.			x x x x	12.			x x x x
13.			x x x x	x x x x x x x x x x x x				x x x x x x x x x x x x				x x x x x x x x x x x x			

OAKLAND PUBLIC SCHOOLS
Research Department

CIRCULATION OF LIBRARY BOOKS FORM
ELEMENTARY SCHOOLS

School _____ Week of _____

Librarian _____ Hours Open _____ Noon Yes / No

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NUMBER OF BOOKS					

FMM:im 2/10/67

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX II-B-8

INSTRUCTIONAL MEDIA SPECIALISTS AND LIBRARIANS
RECORD OF DAILY PROFESSIONAL CONTACTS AND SERVICES

School _____ Librarian _____ IMS _____ Date _____

Meetings	Department	Contacts					Services										
		Class	Group	Individual	Teacher	Other (Specify)	Spec. Program	Vis. Presenta.	Instruction	Supervision	Selection of Materials	Provis. of New Instr. Aids	Provis. of Equipment	Conference	Other (Specify if possible)	A.V. Equipment	A.V. Materials
Before School																	
AM																	
Lunch Hour (Homeroom)																	
PM																	
After School																	
Totals																	

DEPT. CODE - Eng. - E, Soc. Stud. - SS, Phy. Sci. - PS, Art - A, Music MU, Ind. Arts - IA, Homemak. - HM, Phys. Ed. - PE, Math - M, Foreign Lang. - FL.

MATERIALS CODE - Tape - T, Film Strip - FS, Movie - M, Recording - R, Earphones - EP, Pictures - P.

EQUIPMENT CODE - Tape Recorder - TR, Film Strip Projector - FSP, Movie Projector - MP.

JJW:im 3/10/67

APPENDIX II-B-9

NURSES' DAILY REPORT OF SELECTED MEDICAL AND DENTAL ACTIVITIES*

Class Screening
Vision ____
Hearing ____
Dental ____

School _____ Date _____ Nurse _____ Nurse Assistant _____

Name of Student	Reasons for Student Contact: First Aid - Medical	Vision	Hearing	Dental	Diet	Fatigue	Social	Conference	Other	Inia. By: Student	Parent	School	Other	Immed. Dispos.: Returned To Classroom	Remained in Nurse's Office	Sent Home	Other	Health Conference: Parent-Phone	Parent-Visit	Parent-Note	School Staff	Community Agencies	Other	Home Visits: Accident Follow-up	Acute Illness	Chronic Disease	Vision	Hearing	Dental	Health Education	Other	Referrals Type: Medical	Dental	Special Service	Other	Service Agency: Special Service OPS	Private	Kaiser	CHMC	County	Military	Other	Returned	Remarks
Immunizations ___																																												

APPENDIX III

CULTURAL ENRICHMENT PROGRAM

APPENDIX III

CULTURAL ENRICHMENT PROGRAM

CONTENTS

III-A Annual Evaluation Reports, Project Information, ESEA of 1965, Title I, Public Law 89-10

III-A-1 Cultural Enrichment Program 669

RETURN by August 1, 1967 to:

District Code: 0 1 | 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Cultural Enrichment Program

Was this a cooperative project of two or more LEA's?

Yes [X] No [ ]

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled*	
	Public	Non-Public
Preschool		
K	1211	
1	1236	153
2	1140	151
3	1203	151
4	1054	151
5	1059	151
6	1014	151
7	995	151
8	888	
9	840	
10	420	
11	331	
12	329	
Total	11720	1210
Adults		

* Number of public school children enrolled based upon October, 1966 enrollment figures, numbers of non-public school children estimated since no exact figures are available.
** Although no records were maintained, adults did accompany students on many enrichment tours.

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 7 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 6 3
3b. 3 3
3c. 3 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. N o n e

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. — —
5b. — —
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. N o n e

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. Not applicable
8b. —
8c. —

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 0 7
9b. ~~1 4~~ Major
9c. 1 5

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. None

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. None

13. What was the total cost encumbered for your major activity? 13. $37,731

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX IV

INTEGRATION MODEL PROJECT

APPENDIX IV

INTEGRATION MODEL PROJECT

CONTENTS

IV-A Annual Evaluation Report, Project Information, ESEA of 1965, Title I, Public Law 89-10

IV-A-1 Integration Model Project 675

IV-B Non-Standardized Instruments

IV-B-1 Pupil Behavior Rating Scale - IM Project 678

IV-B-2 Receiving School Principal's Questionnaire 679

IV-B-3 Receiving School Staff Questionnaire 682

IV-B-4 Receiving School Parent Interview 686

IV-B-5 Sending School Parent Interview 694

APPENDIX IV-A-1

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Integration Model Project

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date: 09 12 66 (M M D D Y Y)

Ending Date: 06 16 67 (M M D D Y Y)

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled *	
	Public	Non-Public
Preschool		
K		
1	23	
2	21	
3	25	
4	29	
5	35	
6	35	
7		
8		
9		
10		
11		
12		
Total	168	
Adults		

* Number of public school children enrolled based upon May, 1967 enrollment figures.

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: Intergroup Rel. — 2. 1 3 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
   3a. 3 5 *
   3b. 1 1
   3c. 5 5 *
   * See Introduction to Report

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. — — — —

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
   5a. — —
   5b. — —
   5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. — — — —

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
   7a. — —
   7b. — —
   7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
   8a. 1
   8b. —
   8c. —

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
   9a. 0 1
   9b. — —
   9c. — —

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 5 1 8

Indicate the form of the test 10b. 5 1 3

and the level of the test 10c. Forms of tests and other instruments noted in Table 1 of report.

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:
11a. _____
11b. _____
11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $99,348

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

COMPLETE ONE OF THESE FOR EACH IM PROJECT STUDENT CURRENTLY ENROLLED IN YOUR CLASS

BEHAVIOR RATED	AS OF THIS DATE, THE BEHAVIOR AT LEFT IS OBSERVED				COMPARED WITH THE FIRST MONTH IN THIS CLASS:		
	SELDOM OR NEVER	ABOUT ONCE A WEEK	A FEW TIMES A WEEK	ALMOST EVERYDAY OR EVERYDAY	MUCH BETTER NOW	ABOUT THE SAME	MUCH BETTER BEFORE
1. EXHIBITS INTEREST IN LEARNING ALL SUBJECTS							
2. EXHIBITS AN EFFORT TO COMPLETE HOMEWORK ASSIGNMENTS							
3. EXHIBITS GENERAL INTEREST IN:							
A. RECREATIONAL READING							
B. CLASSROOM DISCUSSIONS							
C. CLASSROOM DISPLAYS							
4. PARTICIPATES IN CLASSROOM DISCUSSIONS							
5. STARTS WORK WITHOUT PRODDING							
6. LOOKS FOR ADDITIONAL WORK WHEN ASSIGNMENT IS COMPLETED							
7. SEEKS TO DO EXTRA CREDIT WORK WHEN POSSIBILITY OFFERED							
8. TRIES TO DO CLASSWORK WITHOUT GIVING UP							
9. EXHIBITS ACCEPTABLE IN-CLASS BEHAVIOR							
10. TRIES TO DO NEW WORK ON OWN							
11. EXHIBITS ACCEPTABLE OUT-OF-CLASS BEHAVIOR							
12. USES TIME PROVIDED FOR VOLUNTARY READING							
13. INTERACTS WITH ALL CHILDREN							
14. MAKES UP WORK MISSED							
15. MAINTAINS GOOD ATTENDANCE RECORD							
16. GENERALLY SEEMS TO LIKE SCHOOL							
17. EXHIBITS SATISFACTORY PROGRESS IN							
A. READING							
B. SPELLING							
C. WRITTEN LANGUAGE							
D. ORAL LANGUAGE							
E. ARITHMETIC							
F. OTHER SCHOOL SUBJECTS							

RAL:MM

OAKLAND PUBLIC SCHOOLS
Research Department

RECEIVING SCHOOL PRINCIPAL'S QUESTIONNAIRE
INTEGRATION MODEL PROJECT
(1966-7)

Date_____

1. What have been the major tasks that have faced you this year in implementing the Integration Model Project? What steps have you taken in implementing the project in your school?

2. How has this Project affected school discipline and spirit?

3. In your opinion, do the children of various ethnic and economic backgrounds work and play well together?

4. How do you think the teachers feel about the project in terms of its effects, if any, on -

   a. Classroom control?

b. Their styles of teaching?

c. Selection of instructional materials?

d. Their attitudes toward children from the sending schools?

5. How do you feel the attendance and sending school area parents feel about the project in terms of —

a. Its effects on the in-class instructional program?

Sending area parents

Attendance area parents

b. Its effects on in- and out-of-class control?

Sending area parents

Attendance area parents

6. What accomplishments have you observed thus far as a result of the H. Project?

7. What recommendations do you have to make this program more effective in your school?

8. What suggestions do you have for the Office of Human Relations so that it might continue to serve your school as effectively as possible?

RAL:mm
5/10/67

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX IV-B-3

Receiving School Staff Questionnaire
Integration Model Project

DIRECTIONS:
1. RECORD DATA REQUESTED.
2. FOR EACH QUESTION, CIRCLE THE LETTER INDICATING YOUR RESPONSE; ENTER THAT LETTER IN BOX AT RIGHT.

_____ School

☐ Grade Level

☐ Number Attendance Area Children

☐ Number Open Enrollment Children

☐ Number Integration Model Children

1. Have you been able to co-schedule field trips with ESEA schools this year?

	N	%		N	%		N	%	
A. Yes	25	45.5	B. No	29	52.7	N.R—1	1	1.8	☐

1a. IF YOU ANSWERED "YES" TO #1, ANSWER THE FOLLOWING:
IF YOU ANSWERED "NO" TO #1, GO TO QUESTION #2
How many?

	N	%		N	%	
A. 5 or more	1	1.8	C. 1 - 2	20	36.4	☐
B. 3 - 4	3	5.5	NR	31	56.4	

1b. With how many different ESEA Schools were these trips scheduled?

	N	%		N	%	
A. 5 or more	0		C. 3	4	7.3	☐
B. 4	1	1.8	D. 2	2	3.6	
			E. All with same school	14	25.5	
			N R	34	61.8	

1c. How many of these trips were scheduled with one or more of the three "sending" schools that are participating in the IM Project?

	N	%		N	%	
A. 5 or more	0	-	C. 1 - 2	13	23.6	☐
B. 3 - 4	0	-	D. None	11	20.0	
			N R	31	56.4	

2. Whether or not you have been able to schedule any of the above trips, indicate how you would rate these trips as to their effect on the students in facilitating their understanding and acceptance of other children from varied ethnic and economic background?

	N	%		N	%
A. Very positive effect	13	23.6	C. Somewhat negative effect	8	14.5
B. Somewhat positive effect	28	50.9	D. Very negative effect	0	☐
			N R	6	10.9

3. As you review the over-all effects of such trips, would you like to see provisions made so that they can be —

	N	%	
A. Continued and more of them	16	29.1	
B. Continued at present level	18	32.7	
C. Continued but with following changes	11	20.0	
D. Discontinued because	5	9.1	☐
N R	5	9.1	

4. How many inter-school visits with ESEA Schools did your class participate in?

		N	%
A.	5 or more involving 1, 2, 3, 4, 5 or more different schools	1	1.8
B.	3 - 4 (Circle)	3	5.5
C.	1 - 2	19	34.5
D.	None	31	56.4
	N R	1	1.8

4a. Whether or not your class participated in these visits, what is your opinion of the over-all effect of these visits in facilitating children's understanding and acceptance of other children from varied ethnic and economic backgrounds?

		N	%			N	%
A.	Very positive effect	10	18.2	C.	Somewhat negative effect	6	10.9
B.	Somewhat positive effect	32	58.2	D.	Very negative effect	2	3.6
					N R	5	9.1

4b. From your experience or from what you have heard about these inter-school visits, would you like to see provisions made so that they can be—

		N	%
A.	Continued and more of them	15	27.3
B.	Continued at present level	22	40.0
C.	Continued but with the following changes:	8	14.5
D.	Discontinued because:	6	10.9
	N R	4	7.3

5. Is there a faculty human relations committee organized and operating at your school?

		N	%			N	%
A.	Yes	30	54.5	B.	No	24	43.6
					N.R	1	1.8

5a. IF YOU ANSWERED "NO," GO TO QUESTION #5b
IF YOU ANSWERED "YES" TO QUESTION #5, ANSWER THE FOLLOWING QUESTION:

In your opinion, how effective have the efforts of this committee been in facilitating the growth of improved human relations among staff members?

		N	%			N	%
A.	Very effective	12	21.8	B.	Somewhat effective	12	21.8
C.	Ineffective -- Why?	5	9.1		N R	26	47.3

5b. IF YOU ANSWERED "NO" TO QUESTION #5: Would you like to see a faculty human relations committee established at your school?

		N	%
A.	Yes	15	27.3
B.	No (Reasons):	12	21.8
	N R	28	50.9

Receiving School Staff Questionnarie - IM Project (Continued)

6. How effective do you feel the School-Community Council has been in improving the dialogue between the school and the community?

	N	%		N	%
A. Very effective	9	16.4	B. Somewhat effective	24	43.6
C. Ineffective -- Why?	16	29.1	N R	6	10.9

7. Human relations oriented in-service activities in the Integration Model Project this year have been of two types:

   a. One general fall meeting organized by the Office of Human Relations (OHR) for staffs of all seven receiving schools with a conference theme centering around in- and out-of-class activities that facilitate or inhibit integration.

   b. Year-long school-site meetings and conferences conducted in coordination with staff members of the Office of Human Relations (OHR) assigned part-time (each has similar district-wide responsibilites) to each school.

With the above information about the scope of human-relations-oriented in-service meetings as background, please respond to the following questions.

8. As a result of your experiences in the IM Project, or what you know of the Project from having talked with others, indicate the degree of helpfulness you feel the Fall Conference and Office of Human Relations Staff members have been for you in the following areas.

Information on:	Very Helpful				Helpful				Little or No Help				No Response			
	Fall Conf.		OHR Staff		Fall Conf.		OHR Staff		Fall Conf.		OHR Staff		Fall Conf.		OHR Staff	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A. Positive effects of in-depth integration experiences for all children --	1	1.8	1	1.8	10	18.2	14	25.5	32	58.2	22	40.0	12	21.8	18	32.7
B. The need for each teacher to Know him/herself with respect to facilitating the growth of positive human relations --	1	1.8	2	3.6	10	18.2	14	25.5	29	52.7	23	41.8	15	27.3	16	29.1
C. Ideas for promoting the development of a dialogue between "sending" and "receiving" school parents --	3	5.5	3	5.5	8	14.5	14	25.5	27	49.1	23	41.8	7	30.9	15	27.3
D. Ideas for promoting dialogue among school-site staff members -	2	3.6	3	5.5	9	16.4	9	16.4	29	52.7	28	50.9	15	27.3	15	27.3
E. Ideas for promoting dialogue between parents and school --	2	3.6	3	5.5	7	12.7	17	30.9	24	43.6	21	38.2	22	40.0	14	25.5
F. Cultural assets of all children regardless of ethnic or economic background ---	2	3.6	1	1.8	9	16.4	17	30.9	24	43.6	20	36.4	20	36.4	17	30.9

9. Based on your experiences this year, what are your recommendations in the following areas?

A.	Two human-relations oriented early-dismissal meetings (2:30-5:00 p.m.) for all staff--one in the fall, one in the spring.	11	18.3%
B.	One meeting of the type in 9-A.		
	1. Fall 2. Winter } Check one 3. Spring	4	6.7%
C.	Year-long school-site meetings coordinated with the Office of Human Relations Staff.	23	38.3%
D.	Other (specify)_____	15	25.0%
E.	**No Response**	7	11.7%
		Total Responses 60	

10. A brief summary of your experiences in working with the parents of the IM Project children would be helpful.

11. As you see it, what have been the particular strengths in the IM Project this year?

12. What are the areas that need improvement?

RAL:ej
5-5-67

APPENDIX IV-B-4

Interview No._____

Research Department
Oakland Public Schools

RECEIVING SCHOOL PARENT INTERVIEW
(ELEMENTARY)

Interviewer_____ Date Assigned_____

Date Letter Sent_____ No Letter_____

Resident's Address_____ Apt. Number_____

Call No.	Date	Hour	Result of Call

Time Interview Began_____ Time Interview Ended_____

Comments:

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX IV-B-4

[RECEIVING] SCHOOL INTERVIEW QUESTIONNAIRE (ELEMENTARY)

Hello, I'm _____, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions about the educational program offered in the Oakland Public Schools.

1. You have a child _____ in the _____ grade at _____
(name) (level) (school)

Is that correct?	N	%		N	%
A. Yes	96	100	B. No		
			No Response	0	0

Total - 100

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. First I'd like to ask how many years have any of your children attended _____ School?

	N	%		N	%
A. Less than 1 year	4	-- 4	D. 5 to 6 years	15	16
B. 1 to 2 years	24	25	E. More than 6 years	19	20
C. 3 to 4 years	34	35	No Response	0	0

Total - 96

3. Now, are you familiar with the Oakland Public Schools' Integration Model Project which is funded as part of the Elementary, Secondary Education Act program in the schools?

	N	%		N	%
A. Yes	70	73	B. No	18	19
			No Response	8	8

Total - 96

3a. IF NO, SKIP TO 3b:

IF YES, ASK: How did you first learn about the project?

	N	%		N	%
A. My child told me	11	11	D. The paper	34	35
B. A printed announcement from school	12	13	E. Other	22	23
C. From a neighbor	3	3	No Response	14	15

Total - 96

3b. IF EITHER YES OR NO, SAY: This is a project initiated this fall which involves having children, largely of minority group membership, transferred from three overcrowded schools to seven under-capacity schools. In addition to relieving the overcrowded conditions in the three schools, the project also has the purpose of providing the children of these three sending schools and the seven receiving schools with increased opportunities for knowing children coming from backgrounds different from their own and for expanding integrated educational opportunities for children, parents, and school staff.

I might also point out that this project is not the same as the open-enrollment plan that has been operating in the Oakland Public Schools for four years now. In the open-enrollment plan, the children from any school in Oakland may transfer to another school within Oakland as long as there is room, but they must provide their own transportation in this plan. Moreover, the Integration Model is a comprehensive plan for finding ways of developing a broad-based educational program for all children.

4. Now, with this information in mind, do you know whether or not there are any children participating in the Integration Model Project who are enrolled in _____ 's class?
(name)

		N	%			N	%
A.	Yes	50	52	C.	Don't know	36	38
B.	No	8	8		No Response	2	2

Total - 96

4a. IF "NO" OR "DON'T KNOW" TO #4, BEGIN WITH: Well, from what you know or have heard about the Integration Model Project,

IF "YES" TO #4, ASK: Over-all, what effect have you noticed on the school's instructional program this year? Would you say there has been a positive effect, there has been very little difference in its effect, or has the effect been a negative one?

		N	%			N	%
A.	Positive	15	16	C.	Negative	16	17
B.	Little difference	40	42	D.	Don't know	20	21
	No Response	1	1	E.	Positive & Neg.	4	4

Total-96

4b. IF THE RESPONSE TO 4a IS A OR C, ASK: What are the reasons you feel the effects have been positive/negative?

5. All-in-all, what effect do you feel the Integration Model Project has had in assisting all pupils to develop respect for the rights of others and in helping them develop an understanding of each other and others, regardless of race, creed or economic standing? Would you say the Integration Model Project has had a positive effect, that it has made very little difference, or has the effect been a negative one?

		N	%			N	%
A.	Positive	13	14	C.	Negative	21	22
B.	Little difference	37	38	D.	Don't know	12	13
	No Response	10	10	E.	Positive & Neg.	3 -	3

Total-96

5a. IF THE RESPONSE TO 5 IS A OR C, ASK: What are the reasons you feel the effect has been positive/negative?

6. Have you had an occasion to meet the parents of any of the children who come from the schools participating in the Integration Model Project?

		N	%			N	%
A.	Yes	24	25	C.	Don't know	12	13
B.	No	57	59				
	No Response	3	3				

Total - 96

6a. IF YES TO #6, ASK: Well, what was the occasion for this meeting?

		N	%			N	%
A.	PTA	16	17		No Response	62	64
B.	School-Community Council Meeting	1	1				
C.	Other	17	18				

Total - 96

Record or probe

7. Has_____ had occasion to have one or more of the children
(name)
participating in this project over to (his) (her) house?

		N	%			N	%
A.	Yes	3	3	B.	No	91	95
	No Response	1	1		Don't Know	1	1

Total-96

7a. IF YES TO #7, ASK: And what was the occasion?

8. Now, as part of the Integration Model Project, an effort at the _____ School has been made to extend the opportunities for boys and girls from several schools within Oakland representing various ethnic and economic backgrounds to get to know each other better through participating in field trips together as well as through inter-school visits and shared programs. To your knowledge has _____'s class been on any field trips with students of other schools in Oakland?

		N	%			N	%
A.	Yes	30	31	C.	Don't know	12	13
B.	No	51	53				
	No Response	3	3				

Total-96

8a. IF YES, ASK: About how many schools would you say your child's class has been on field trips with this year?

		N	%			N	%
A.	More than 5	2	2	D.	None	4	4
B.	2 to 4	12	13	E.	Don't know	4	4
C.	1	19	20				
	No Response	55	57				

Total - 96

8b. IF YES TO #8, ASK: Well, would you say _____ enjoyed these trips very much, enjoyed them to some extent, or didn't (he) (she) enjoy them?

		N	%			N	%
A.	Enjoyed them very much	24	25	C.	Did not enjoy them	1	1
B.	Enjoyed them some	5	5	D.	Don't know	1	1
	No Response	65	68				

Total - 96

8c. IF THE RESPONSE TO #8b IS A, B, OR C, ASK: What are the reasons (he) (she) enjoyed/didn't enjoy the trips?

9. Has _____'s class visited with classes at other schools or have classes from other schools visited (his) (her) class?

N	%				N	%
11	16	A.	Visited other classes	D. Neither	40	42
13	13	B.	Others visited (his) (her) class	E. Don't know	29	30
2	2	C.	Both	No Response	1	1

Total - 96

9a. IF RESPONSE IS A, B, OR C, ASK: Well, what were some of the activities engaged in on these visits?

9b. IF RESPONSE TO #9 IS A, B, OR C, ASK: Would you say that _____ enjoyed these visits a great deal, enjoyed them to some extent, or didn't (he) (she) enjoy them?

		N	%			N	%
A.	Great deal	13	13	D.	Didn't enjoy them	5	5
B.	Some	12	13	E.	Don't know	1	1
	No Response	65	68				

Total - 96

10. What is your opinion concerning the value of such inter-school visits? Would you say they are of a great deal of value, of some value, or are they of little or no value?

		N	%			N	%
A.	Great value	27	28	C.	Little or no value	24	25
B.	Some value	38	39	D.	Don't know	6	6
	No Response	1	1			Total - 96	

10a. IF RESPONSE IS "SOME" OR "GREAT VALUE," ASK: Well, as you see it, what are some of the values of these inter-school visits?

10b. IF RESPONSE TO #10 IS "NO VALUE," ASK: Well, as you see it, do you feel such visits should be continued only if some changes are made, or do you feel they should be discontinued?

		N	%			N	%
A.	Continued with change	5	5	C.	Don't know	7	7
B.	Discontinued	18	19			Total - 96	
	No Response	66	68				

10c. IF THE RESPONSE TO #10b is A, ASK: What are some of the changes you feel should be made?

10d. IF THE RESPONSE TO #10b IS B, ASK: Well, what are some of the reasons you feel these inter-school visits should be discontinued?

$10d_1$. Now, looking back over the year, do you feel that _____ has made more progress in all his school work this year than last year, about the same amount of progress, or do you feel (he) (she) has made less progress this year than last?

N	%				N	%
52	54	A.	More progress	C. Less	12	13
25	26	B.	Same	D. Don't know	2	2
2	2		No Response	E. Positive & Negative	3	3

Total-96

$10d_2$. IF RESPONSE TO #10 IS C, ASK: What are the reasons you feel that _____'s progress has been less this year than last?

11. Have you had occasion to learn about the services to _____ School provided by a member of the Oakland Public School's Office of Human Relations?

		N	%
A.	Yes	16	17
B.	No	78	81
	No Response	2	2

Total - 96 -

11a. IF RESPONSE IS A TO #11, ASK: How did you learn about this service?

N	%		N	%
10	10	A. PTA Meeting		
2	2	B. School/Community Council Meeting		
79	82	No Response		
		C. Other	5	5

Probe and/or record

Total-96

11b. IF RESPONSE IS A TO #11, SAY: Well, as you may know or have heard, the Office of Human Relations has, as its name implies, the responsibility for facilitating the development of positive human relations between groups of various ethnic and economic backgrounds within and among schools in Oakland. Now, to the extent you have come to know about these services, would you say the services of this office have been very helpful, somewhat helpful, or haven't they been of any help in facilitating the development of positive human relations in _____ School?

	N	%		N	%
A. Very helpful	1	1	C. No help	4	4
B. Somewhat helpful	7	7	D. Don't know	12	13
No Response	72	75			

Total-96

12. What is your impression of the behavior of children in _____'s class? Would you say it is much better than the behavior of children who were in (his) (her) class last year, about the same as last year, or does it seem that there are more children in (his) (her) class with behavior problems than last year?

	N	%		N	%
A. Better	4	4	C. More problems	33	34
B. About the same	48	50	D. Don't know	9	9
No Response	2	2			

Total - 96

12a. IF RESPONSE IS C, ASK: What do you think are the reasons that there are more behavior problems?

13. Over-all, would you say that in all the grades at _____ School there are fewer problems of discipline this year than last year, more problems, or are there neither more nor fewer discipline problems as compared with last year?

	N	%		N	%
A. Fewer	3	3	C. More	32	33
B. Same	19	20	D. Don't know	39	41
No Response	3	3			

Total - 96

14. From what you have been able to observe, would you say that the children in _____'s class have accepted the children participating in the Project, or have they tended not to accept them?

	N	%		N	%
A. Accepted	69	72	C. Don't know	20	21
B. Not accepted	7	7			
No Response	0	0			

Total - 96

14a. IF RESPONSE IS B, ASK: What do you feel the reasons are for this tendency not to accept the Integration Project children?

15. In general, do you feel that the teachers at _____ School have accepted the children participating in the project, or do you feel that they have tended not to accept them?

		N	%			N	%
A.	Accepted	70	73	C.	Don't know	22	23
B.	Not accepted	1	1				
	No Response	3	3			Total - 96	

16. Do you feel that the long-range effects of the Integration Model Project will be beneficial for all concerned?

		N	%			N	%
A.	Yes	56	58	C.	Don't know	18	19
B.	No	22	23				
	No Response	0	0			Total - 96	

16a. IF NO, ASK: What are some of the reasons you feel that the long-range effects will not be beneficial?

16b. IF YES TO #16, ASK: Do you feel that the Integration Model Project should be expanded to include more sending and receiving schools, or should it be maintained at its present level of participation, or do you feel that the number of schools participating should be reduced?

		N	%			N	%
					No Response	31	32
A.	More	27	28	D.	Don't know	7	7
B.	Same	17	18	E.	Other _____	11	11
C.	Fewer	3	3			Total - 96	

17. As you see it, other than number of schools participating, assuming that the Integration Model Project will be continued, would you like to see any changes made in the way the Integration Model Project is being conducted?

		N	%			N	%
A.	Yes	36	37	C.	Don't know	24	25
B.	No	32	33				
	No Response	4	4			Total - 96	

17a. IF YES, ASK: Well, what are some of the changes you see as being desirable?

18. Do you feel that some children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?

		N	%			N	%
A.	Yes	37	38	C.	Don't know	4	4
B.	No	53	55			Total - 96	
	No Response	2	2				

19. What is your general impression of the job the Oakland Public Schools are doing in the educating of the children in your family? Would you say excellent, good, fair, or poor?

		N	%			N	%
A.	Excellent	24	25	D.	Poor	3	3
B.	Good	56	58	E.	Don't know		
C.	Fair	11	11			Total - 96	
	No Response	2	2				

20. Now, as a parent, have you had any problems in working with the school?

		N	%			N	%
A.	Yes	5	5	B.	No	90	94
	No Response	1	1				

Total - 96

20a. IF YES: Well, what particular problems?

21. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

RAL:ej:im
5/9/67

Approved: Alden W. Badal
Director of Research

OAKLAND PUBLIC SCHOOLS
Research Department

Interview No._____

ESEA [SENDING] SCHOOL PARENT INTERVIEW

Interviewer_____ Date Assigned_____

Date Letter Sent_____ No Letter

Resident's Address_____Apt. Number _____

Call No.	Date	Hour	Result of Call
1.			
2.			
3.			

Time Interview Began_____Time Interview Ended_____

Comments:

RAL:mm
5/9/67

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA SENDING SCHOOL PARENT INTERVIEW

Hello, I'm _____, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk with you?

We are talking to parents throughout the area who have children participating in the Integration Model Project which is part of the Oakland Public Schools federally funded ESEA program (Elementary, Secondary Education Act).

1. You have a child _____ (name) in _____ (grade) at _____ (school).

Is that correct?

	N	%			
A. Yes	68	100	B. No		☐

Total - 68

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools who are participating in the Integration Model Project. Thank you very much anyway.

2. Now, I'm going to ask some questions about your feelings regarding _____ (name)'s activities in _____ School. But first, how many children do you have attending this new school?

	N	%				
A. Just this one	44	65	C. Just this one; _____ (number) others attend _____ (School)	4	6	☐
B. Two or more	20	29				

Total - 68

2a. IF RESPONSE IS "B": In what grades are they enrolled?

3. How many years has your child attended _____ (sending school) School?

	N	%				
A. Less than 1 year	6	9	D. 5 to 6 years	8	12	☐
B. 1 to 2 years	21	31	E. More than 6 years	4	6	
C. 3 to 4 years	28	41	No Response	1	1	

Total - 68

3a. IF LESS THAN A YEAR, ASK: What was the name of the school your child attended last year? _____ (School)

3b. How many years did your child attend this school?

N	%						
3	4	A.	Less than 1 year	C.	3 to 4 years	E.	More than 6 years
9	13	B.	1 to 2 years	D.	5 to 6 years	N	%
			No Response		- - -	56	82

Total - 68

3(1). There were various reasons why parents in this school area wanted to have their children take part in the Integration Model Project. Now, what was the reason, or reasons you wanted _____ to take part in this project? (Circle letter(s) of response(s); number response(s) in order given.)

A. ___ Better education (get ahead)
B. ___ Integrated education
C. ___ Less crowded (too crowded at this school)
D. ___ Meet new children (friends)
E. ___ Friends(s) is (are) taking part (going)
F. ___ Don't know (probe)
G. ___ Other: _____

	A		B		C		D	
	N	%	N	%	N	%	N	%
1.	35	51	1	1	27	40	1	1
2.	24	35	6	9	26	38	1	1
3.	-	-	1	1	4	6	12	17

Total - 68

3(2). Even though the Oakland Public Schools had very little time in which to get the Integration Model Project started, various methods were used by the Oakland Public Schools in the _____ School attendance area to tell parents about the Project. Now, how did you learn about it? (Circle letter(s) of responses(s); number response(s) in order given.)

A. ___ Neighbor
B. ___ Notice posted in school
C. ___ Notice sent home
D. ___ Someone from OPS came to my home
E. ___ Notice in ESEA school paper New Directions
F. ___ Notice in Tribune
G. ___ Can't remember
H. ___ Other: _____

	A		B		C		D		E		F		G		H	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	10	15	-	-	40	59	1	1	1	1	2	3	1	1	9	13
2.	17	25	2	3	10	15	1	1	3	4	9	13	-	-	15	22
3.	5	7	-	-	2	3	1	1	-	-	7	10	-	-	2	3
4.	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-

3(3). What would you say about the amount of publicity that was given to the Integration Model Project? Would you say it was just about right, or wasn't it publicized nearly well enough?

	N	%		N	%		N	%
A. About right	50	74	B. Not enough	10	15	C. Don't know	5	7
			No Response	3	4			

3(3)a. IF RESPONSE TO #3(3) IS B, ASK: What suggestions do you have so that information about the Project could be better known?

4. How do you feel about _____'s ability to do the work in
(name)
his new school as compared with his ability to do the work in the school he attended last year? Would you say the work is more easily understood now, less easily understood now or hasn't there been any change?

		N	%			N	%
A.	More easily understood	59	87	D.	No change	3	4
B.	Less easily understood	5	7	E.	Don't know		
	No Response	1	1				

Total - 68

5. What would you say about _____'s ability to do the work in his new school now compared with last fall? Would you say it is much easier, a little easier, more difficult or hasn't there been any change?

		N	%			N	%
A.	Much easier	40	59	C.	More difficult	7	10
B.	A little easier	19	28	D.	No change	2	3
				E.	Don't know		

Total - 68

6. Now, from what you have seen _____, what are your feelings
(name)
about (his) (her) interest in school now compared with the interest (he) (she) showed in the school (he) (she) attended last year? Would you say (he's) (she's) much more interested now, somewhat more interested, a little more interested now, less interested now, or hasn't there been any change?

		N	%			N	%
A.	Much more interested	55	81	D.	Less interested	1	1
B.	Somewhat more interested	7	10	E.	No change		
C.	A little more interested	5	7	F.	Don't know		

Total 68

6a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN NO CHANGE OR DON'T KNOW, ASK: Well what do you think has made this difference?

IF CHILD IS IN FIRST GRADE, GO TO PAGE 3a (GREEN SHEET).

7. Now a few questions about _____'s reading. Has (he) (she)
(name)
been receiving any extra instruction from a special teacher in reading and other school subjects since January of this year?

		N	%			N	%
A.	Yes	24	41	C.	Don't know	8	14
B.	No	24	41		No Response	3	4

Total 59

7a. IF YES: In your opinion, how helpful do you think this extra instruction has been? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			
A.	Very helpful	22	92	D.	Of no help	
B.	Somewhat helpful	2	8	E.	Don't know	
C.	A little helpful					

Total - 24

ESEA Sending School Parent Interview **FIRST GRADE ONLY** 3a

7. Now, a few questions about _____'s reading. What would you say about (his) (her) progress in learning to read? Would you say (he) (she) can now read all the stories in (his) (her) reading book, some of the easier stories, or doesn't (he) (she) read yet?

(name)

		N	%			
A.	Reads all stories	6	67	C.	Doesn't read yet	☐
B.	Reads easier stories	3	33	D.	Don't know	

Total - 9

8. How helpful do you feel the present program of reading instruction at _____ School is in helping _____ to learn to read? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

(name)

		N	%			
A.	Very helpful	9	100	D.	Of no help	☐
B.	Somewhat helpful			E.	Don't know	
C.	A little helpful					

Total - 9

9. What about _____'s writing? Would you say (he) (she) writes quite well, or is what (he) (she) writes sometimes hard to read, or doesn't (he) (she) write yet?

		N	%			N	%	
A.	Writes well	6	67	C.	Doesn't write	2	22	☐
B.	Sometimes hard to read	1	11	D.	Don't know			

Total - 9

10. How helpful do you feel the present program of instruction at _____ School is in helping _____ to learn to write? Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

(name)

		N	%			
A.	Very helpful	9	100	D.	Of no help	☐
B.	Somewhat helpful			E.	Don't know	
C.	A little helpful					

Total - 9

GO TO QUESTION NO. 15 (PAGE 5) AND CONTINUE INTERVIEW.

ESEA Sending School Parent Interview

Grades 2-6 ONLY

8. What would you say about _____'s progress in reading since last September? Would you say (he) (she) reads much better, somewhat better, a little better, about the same, or not as well?

		N	%			N	%
A.	Much better	43	73	D.	About the same	2	3
B.	Somewhat better	13	22	E.	Not as well		
C.	A little better	1	2	F.	Don't know	Total - 59	

9. Concerning the amount of material read, would you say (he) (she) reads much more now, reads somewhat more now, reads a little more now, reads about the same amount, or reads less than last September?

		N	%			N	%
A.	Reads much more now	33	56	D.	Reads about the same	1	2
B.	Reads somewhat more now	19	32	E.	Reads less	1	2
C.	Reads a little more now	5	9	F.	Don't know		
						Total - 59	

10. How helpful do you feel the present program of reading instruction at _____ School is in helping _____ to improve (his) (her) reading? Would you say very helpful, somewhat helpful, a little helpful, or of no help?
(name)

		N	%			N	%
A.	Very helpful	52	88	D.	Of no help	1	2
B.	Somewhat helpful	3	5	E.	Don't know		
C.	A little helpful	2	3				
	No Response	1	2			Total - 59	

11. What about _____'s handwriting? What progress has (he) (she) made since last September? Would you say that (his) (her) handwriting is much better, somewhat better, a little better, about the same or not as good as last September?

		N	%			N	%
A.	Much better	24	41	D.	About the same	2	3
B.	Somewhat better	22	37	E.	Not as good		
C.	A little better	11	19	F.	Don't know	Total - 59	

12. How helpful do you feel the present program of instruction at _____ School is in helping _____ to improve (his) (her) writing?
(name)

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	46	78	D.	Of no help		
B.	Somewhat helpful	5	9	E.	Don't know	1	2
C.	A little helpful	7	12			Total - 59	

13. What about _____'s progress in spelling since last September? Would you say (he) (she) spells much better now, spells somewhat better now, spells a little better now, spells less well now, or hasn't there been any change?

		N	%			N	%
A.	Spells much better now	26	44	D.	No change	4	7
B.	Spells somewhat better now	25	43	E.	Spells less well now		
C.	Spells a little better now	4	7	F.	Don't know		
						Total - 59	

ESEA Sending School Parent Interview

14. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) spelling?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	51	86	D.	Of no help		
B.	Somewhat helpful	6	10	E.	Don't know		
C.	A little helpful	2	3				

Total - 59

15. Has there been any change in the things _____ (name) talks about at home now as compared with last September?

		N	%			N	%
A.	Yes	50	74	C.	Don't know		
B.	No	18	26				

Total - 68

15a. IF YES: Well, what changes have you noticed?

16. As compared with last September, does _____ (name) in general talk more now, talk somewhat more now, talk a little more now, or hasn't there been any change?

		N	%			N	%
A.	Talks much more now	34	50	D.	No change	1	1
B.	Talks somewhat more now	24	35	E.	Don't know		
C.	Talks a little more now	4	6		No Response	5	7

Total - 68

17. How about (his) (her) ability to listen to what others are saying now as compared to last fall? Do you think (he) (she) listens much better now, listens somewhat better now, listens a little better now, or hasn't there been any change?

		N	%			N	%
A.	Listens much better now	47	69	D.	No change	1	1
B.	Listens somewhat better now	14	21				
C.	Listens a little better now	6	9				

Total - 68

FIRST GRADE ONLY, GO TO QUESTION #20

18. Now, some information about library books. Does _____ (name) bring library books home?

		N	%			N	%
A.	Yes	58	98	C.	Don't know		
B.	No	1	2			Total - 59	

18a. IF YES: From which library does (he) (she) usually bring them?

		N	%			N	%
A.	Public	24	41	C.	Home	5	9
B.	School	50	86	D.	Don't know		
						Total - 58	

18b. IF YES: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last fall? Would you say many more now, more now, a few more now, or hasn't there been any change?

		N	%			N	%
A.	Many more now	23	40	D.	No change	3	4
B.	More now	27	47	E.	Don't know		
C.	A few more now	5	9			Total - 58	

19. How much homework does _____ (name) bring home? Would you say very much, some, a little, or none?

		N	%			N	%
A.	Very much	25	42	D.	None	1	2
B.	Some	25	42				
C.	A little	5	9				
	No Response	3	5			Total - 59	

19a. IF THE REPLY IS OTHER THAN "NONE" OR "DON'T KNOW," ASK: Compared to last year, does (he) (she) bring home much more now, somewhat more now, a little more now, or hasn't there been any change?

		N	%			N	%
A.	Much more now	31	53	D.	No change	1	2
B.	Somewhat more now	21	36	E.	Don't know	2	3
C.	A little more now	4	6			Total - 59	

20. Now, what about the number of friends _____ (name) has in (his) (her) new school? Does (he) (she) have more friends, about the same number of friends, or fewer friends than (he) (she) had last year?

		N	%			N	%
A.	More	54	79	C.	Fewer	3	4
B.	Same	10	15	D.	Don't know	1	1
						Total - 68	

21. From what you have been able to see would you say that the children in _____ School who live near that school have accepted the children transported there by bus, or have they tended not to accept them?

		N	%			N	%
A.	Accepted	62	91	C.	Don't know	4	6
B.	Not accepted						
	No Response	2	3			Total - 68	

21a. IF RESPONSE IS B, ASK: What do you feel the reasons are for this tendency?

22. In general, do you feel that the teachers at _____ School have accepted the children transported there by bus, or do you feel that they have tended not to accept them?

		N	%			N	%
A.	Accept	48	71	C.	Don't know	15	22
B.	Not accepted	2	3				
	No Response	3	4				

Total - 68

23. Has _____ (name) been able to participate in after-school activities at _____School?

		N	%			N	%
A.	Yes	56	82	B.	No	12	18

Total - 68

23a. IF YES: Would you say (he) (she) has very much enjoyed these activities, enjoyed them some, or hasn't (he) (she) enjoyed them?

		N	%		
A.	Very much enjoyed them	56	100	C.	Has not enjoyed them
B.	Enjoyed them some			D.	Don't know

Total - 56

23(1)a. IF RESPONSE TO #23a IS C: What are some of the reasons _____ (name) hasn't enjoyed them?

23(1)b IF RESPONSE TO #23 IS "NO,": What are some of the reasons _____ hasn't participated in the after-school activities?

24. Has _____'s class been on any trips with students of other Oakland schools?

		N	%			N	%
A.	Yes	26	38	C.	Don't know	21	31
B.	No	21	31				

Total - 68

24a. IF YES: With about how many schools would you say your child's class has been on trips?

		N	%			N	%		
A.	More than 5			C.	1	6	23	D.	Don't Know
B.	2 - 4	20	77						

Total - 26

24b. IF YES TO #24: Well, would you say _____ enjoyed these trips very much, some, a little or would you say (he) (she) didn't enjoy them?

		N	%		
A.	Enjoyed them very much	26	100	D.	Didn't enjoy them
B.	Enjoyed them some			E.	Don't know
C.	Enjoyed them a little				

Total - 26

25. Has _____'s class visited with classes at other schools in Oakland?
(name)

		N	%			N	%
A.	Yes	4	6	C.	Don't know	49	72
B.	No	14	21		No Response	1	1

Total - 68

25a. IF YES: What were some of the things _____'s class did on these visits?
(name)

26. Have any classes from other schools come to _____ School to visit _____'s class?

		N	%			N	%
A.	Yes	4	6	C.	Don't know	51	75
B.	No	11	16		No Response		

Total - 68

26a. IF YES: And what are some of the things that were done on these visits?

26b. IF YES TO EITHER 25 OR 26: (If both no, omit this question) Would you say _____ (name) enjoyed these visits very much, some, a little, or would you say (he) (she) didn't enjoy them?

		N	%			N	%
A.	Enjoyed very much	6	75	D.	Did not enjoy		
B.	Enjoyed some			E.	Don't know		
C.	Enjoyed a little				No Response	2	25
						Total - 8	

27. What is your feeling concerning the value of such visits of _____ (name)'s class to other schools of Oakland or the visits of classes of other schools to _____ School? Would you say they are of much value, some value, of little value or no value?

		N	%			N	%
A.	Much value	48	71	C.	Little or no value		
B.	Some value			D.	Don't know	7	10
					No Response	13	19
						Total - 68	

27a. IF RESPONSE IS "SOME" OR "MUCH VALUE": Well, as you see it, what are some of the values of these visits between schools?

27b. IF RESPONSE IS "LITTLE OR NO VALUE": Well, as you see it, do you feel such visits should be continued, continued with changes, or discontinued?

				N	%
A.	Continued	C.	Discontinued		
B.	Continued with changes	D.	Don't know		
			No Response	68	100

27c. IF RESPONSE TO 27b IS "B": What are some of the changes you feel should be made?

27d. IF RESPONSE TO 27b IS "C": Well, what are some of the reasons you feel these between-school visits should be discontinued?

FOR PARENTS OF SIXTH GRADE CHILDREN, GO TO QUESTION #29

28. FOR THOSE WITH CHILDREN IN GRADES 1 - 5, ASK: Do you plan to have _____ (name) attend _____ School next year?

		N	%			N	%
A.	Yes	48	91	C.	Don't know	1	2
B.	No	2	4				Total - 53
	No Response	2	4				

28a. IF "NO" TO #28: What are some of the reasons you plan not to have _____ (name) attend _____ School next year?

A. Moving out of Oakland B. Other (probe) No Response

28b. IF "YES" TO #28 OR RESPONSE IS "A" TO #28, ASK: Now, as you know, there are presently three schools, Highland, Lockwood, and Woodland called "sending" schools and seven schools in the hill area called "receiving" schools that have participated in the Integration Model Project this year. If it is possible, would you like to see the Project expanded to include more sending schools like _____ School and more receiving schools like _____ School?

		N	%			N	%
A.	Yes	41	85	C.	Don't know	1	2
B.	No	1	2		No Response	5	10

FOR GRADES 1 - 5, GO TO QUESTION #30

29. IF CHILD IS IN SIXTH GRADE, ASK: Do you plan to have your child attend the junior high school in which those students in the _____ School area are regularly enrolled?

		N	%			N	%
A.	Yes	12	80	C.	Don't know	2	13
B.	No	1	7				Total - 15

29a. IF RESPONSE IS "NO", ASK: What are the reasons for not planning to have _____ (name) attend this junior high school?

A. Moving out of Oakland
B. Other (Probe) No Response

30. Do you feel that some of the children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?

		N	%			N	%
A.	Yes	18	26	C.	Don't know	34	50
B.	No	13	19				
	No Response	3	4				Total - 68

31. Now, for a couple questions concerning the transporting of children to the receiving school. How satisfactory has the bus schedule been in terms of:

1. The pick-up places

		N	%	
A.	Very satisfactory	65	96	
B.	Too inconvenient	2	3	
	No Response	1	1	Total - 68

2. The delivery places

		N	%	
A.	Very satisfactory	65	96	
B.	Too inconvenient	1	1	
	No Response	2	3	Total - 68

32. And, what about the behavior of the children <u>on the bus</u>. Do you feel that overall there are fewer problems on the bus now than at the start of this project? Are there more problems, or are there no more nor fewer problems than when this program began?

A.	Fewer	56	82	C.	Same	3	4
B.	More	5	7	D.	Don't know		
	No Response	4	6				Total - 68

32a. <u>IF RESPONSE IS "B" OR "C", ASK</u>: Well, what do you think might be done to improve this situation?

		N	%
A.	An adult to ride bus always	5	63
B.	Change the bus driver		
C.	Keep misbehaving children off bus for a time	1	12
D.	Don't know		
E.	Other _____ (Record)	2	25
			Total - 8

33. What is your feeling about the behavior of children in _____'s class? Do you think they are quite well-behaved or do you think that, generally, the children are not well-behaved?

		N	%			
A.	Well-behaved	64	94	C.	Don't know	
B.	Not well-behaved	2	3			
	No Response	2	3			Total - 68

33a. <u>IF RESPONSE IS "B", ASK</u>: What do you think are the reasons that the children are not well-behaved?

No Response

34. Overall, would you say that in all the grades at _____ School the children are well-behaved or would you say that they are not well-behaved?

		N	%			
A.	Well-behaved	47	69	C.	Don't know	
B.	Not well-behaved	20	29			
	No Response	1	1			Total - 68

35. Have you had a chance to learn about the services to _____ School provided by a member of the Oakland Public Schools Office of Human Relations?

	N	%		N	%
A. Yes	40	59	B. No	27	40
No Response	1	1			

Total - 68 ☐

35a. IF RESPONSE TO #35 IF "YES", ASK: How did you learn about this service?

	N	%
A. PTA meeting	22	55
B. School/Community Council	27	68
C. Other _____ (Probe and record response)	6	15

Multiple responses Total - 40 ☐

35b. IF RESPONSE IS "YES" TO #35, SAY: Well, as you may know or have heard, the Office of Human Relations has, as its name implies, the job of helping in the development of good human relations among people who belong to different racial groups. Now, to the extent you have come to know about these services, would you say the services of this office have been very helpful, somewhat helpful, or haven't they been of any help in the development of good human relations in _____ School?

	N	%		N	%
A. Very helpful	35	88	C. No help	2	5
B. Somewhat helpful	2	5	D. Don't know		
No Response	1	3			

Total - 40 ☐

36. Have you been able to attend any meetings held at _____'s (name) school?

	N	%		N	%
A. Yes	62	91	B. No	5	7
No Response	1	1			

Total - 68 ☐

36a. IF YES: What type of meeting(s) was (were) it (they)?

	N	%		
A. PTA	54	87	D. Teacher conference	
B. School/Community Council	12	19	E. Principal conference	
C. Informal meeting	5	8	F. Other _____	
No Response	5	8		

Multiple Responses Total - 62 ☐

36b. IF YES TO #36, AND A, B, C, E OR F TO #36a, ASK: Have you been able to see and talk with (his) (her) teacher?

	N	%		
A. Yes	62	100	B. No	

Total - 62 ☐

36c. IF YES TO #36, AND A, B, C, E OR F TO #36a, ASK: At this (these) meeting(s), have you been able to meet and talk with other parents who live near _____ School?

	N	%		N	%
A. Yes	51	82	B. No	11	18

Total - 62 ☐

37. Do you feel that overall the Integration Model Project will be helpful for all concerned?

	N	%		N	%
A. Yes	66	97	C. Don't know	2	3
B. No				Total - 68	

37a. IF NO, ASK: What are some of the reasons you feel that the long-range effects will not be helpful?

38. As you see it, other than the number of schools participating, assuming that the Integration Model Project will be continued, would you like to see any changes made in the way the Integration Model Project is being conducted?

	N	%		N	%
A. Yes	10	15	C. Don't know	4	6
B. No	54	79		Total - 68	

38a. IF YES, ASK: Well, what are some of the changes you see as being desirable?

39. What is your general feeling about the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

	N	%		N	%
A. Excellent	6	9	D. Poor	2	3
B. Good	52	76	E. Don't know		
C. Fair	8	12		Total - 68	

ESEA Sending School Parent Interview 14

40. Now, as a parent, have you had any problems in working with the school?

	N	%		N	%
A. Yes	6	9	B. No	60	88
No Response	2	3			

Total - 68

41a. IF YES: Well, what particular problems?

41. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

RAL:mm
9/11/67 im
rev.

APPENDIX V

IN-SERVICE EDUCATION PROGRAM

APPENDIX V

IN-SERVICE EDUCATION PROGRAM

CONTENTS

V-A	Annual Evaluation Report, Project Information, ESEA of 1965, Title I, Public Law 89-10	
	V-A-1 In-Service Education	713
V-B-1	Evaluation of Classroom Observations	716
V-B-2	Evaluation Form for In-Service Meetings	717

APPENDIX V-A-1

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: In-Service Education

Was this a cooperative project of two or more LEA's?

Yes: X No:

Beginning Date (M M D D Y Y): 0 9 1 2 6 6

Ending Date (M M D D Y Y): 0 6 1 6 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Total		
Adults	869 *	**

* Estimate of adults receiving in-service education. Exact figures are unavailable

** Data for non-public schools not available

District Code: 0 1 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 1 1 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 6 4
3b. _ _
3c. _ _

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. N/A*
8b. _
8c. _
*No design category listed applicable

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4
9b. _ _
9c. _ _

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. ___ ___ ___

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $21,414

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

OAKLAND PUBLIC SCHOOLS
Special Urban Educational Services
Office of the E.S.E.A. Coordinator

Evaluation of Classroom Observations

Name of Teacher Being Observed _____

School where Observation Occurred _____

Grade and Subject of Observation _____

Program Demonstrated _____

Date of Observation _____

Your Grade Level of Teaching _____

Your School _____

* *

1. Did you gain: (Check one) COMMENTS:

___ Many new ideas _____

___ Some new ideas _____

___ No new ideas _____

2. What was your reaction to the follow-up discussion? (Check one)

___ Of real value COMMENTS:

___ Of some value _____

___ Could have been eliminated _____

_____

3. Did you feel that your observation was: COMMENTS:

___ Of much value _____

___ Of some value _____

___ Of no value _____

4. Who took charge of your class while you were observing the demonstration?

5. Have you suggestions for improving the observation?

_____
Your name (Optional)

MFE:ks
2/10/67

OAKLAND PUBLIC SCHOOLS
Special Urban Educational Services
Office of the E.S.E.A. Coordinator

Evaluation of In-Service

Area of service (check one)

Teacher ___
Teacher Aide ___
Counselor ___

Other _____

Grade level of teaching (check one)

K-3 ___
4-6 ___
7-9 ___
10-12 ___

Event: _____

Date: _____

School: _____

1. The ideas and information which were presented were: (check one)

   Generally new to me; ___ Some ideas were new, some I already had; ___
   Few ideas were new to me; ___ Nothing was new to me; ___

2. From which part of the program did you gain the most useful information or help?

   Speaker ___ Skits ___ Discussion Group ___ Other _____

3. The information and ideas presented were: (check one)

   Very helpful ___ Helpful ___ Of some help ___ Of little help ___
   Of no help ___

4. What one idea or item of information did you gain from this meeting?

   _____

   _____

   _____

5. Have you suggestions on how this meeting might have been improved?

   _____

   _____

   _____

6. Have you suggestions for topics or speakers for future in-service meetings?

   _____

   _____

   _____

MFE:kps
10/20/66

Approved: Dr. Thomas MacCalla, Director
Special Urban Educational Services

APPENDIX VI

OTHER STUDIES

APPENDIX VI

OTHER STUDIES

CONTENTS

VI-B-1	Parent Interview Schedule, Elementary School	721
VI-B-2	Parent Interview Schedule, Junior High School	731
VI-B-3	Parent Interview Schedule, Senior High School	740
VI-B-4	Elementary School Discipline Referrals Daily Record Form	748

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA INTERVIEW QUESTIONNAIRE (ELEMENTARY)
Grades 1 - 6
197 Responding

Hello. I'm _____, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions of the federal Elementary, Secondary Education Act, the government program which has been operating in the schools the past year. It is also referred to as the ESEA Program.

1. You have a child _____ (name) in _____ (level) at _____ (school).

Is that correct?

		N	%			N	%		N	%
A.	Yes	196	99.5	B.	No	-	-	NR	1	.51

Total 197

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966?

		N	%			N	%		N	%
A.	Yes	124	62.9	B.	No	69	35	NR	4	2

Total 197

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland schools?

		N	%			N	%		N	%
A.	Yes	94	47.7	B.	No	95	48.2	NR	8	4.1

Total 197

4. Since _____ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in _____ School.

5. But first, how many years have any of your children attended _____ School?

		N	%			N	%
A.	Less than 1 year	21	10.7	D.	5 to 6 years	36	18.3
B.	1 to 2 years	46	23.3	E.	More than 6 years	28	14.2
C.	3 to 4 years	63	32		NR	3	1.5

Total 197

6. Have you noticed any changes at _____School in the past year?

		N	%			N	%		N	%
A.	Yes	92	47	B.	No	103	52.5	NR	2	1

Total 197

6a. IF YES: What is your opinion of _____School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, a little higher, about the same, or lower?

		N	%			N	%
A.	Much higher	34	36.7	D.	About the same	10	10.8
B.	Somewhat higher	31	33.5	E.	Lower	2	2.2
C.	A little higher	10	10.8	F.	No opinion	5	5.4

Total 92

7. In comparison with teachers in other Oakland Schools, do you feel that the teachers at _____School are much better, somewhat better, a little better, about the same, or not as good.

		N	%			N	%			
A.	Much better	32	16.2	D.	About the same	77	39.1			
B.	Somewhat better	26	13.2	E.	Not as good	6	3.0			
C.	A little better	10	5.1	F.	Don't know	42	21.3			
						NR	4	2.0	Total	197

8. What is your opinion about _____'s ability to do the work in (name)

_____School now as compared to, say, last September? Would you say the work is more easily understood now, or less easily understood now, or hasn't there been any change?

N	%			N	%		
136	69.0	A.	More easily understood now	C.	No change	37	18.8
17	8.6	B.	Less easily understood now	D.	Don't know	6	3.04
					NR	1	.5 Total 197

8a. IF A CHECK IN A OR B: Could you tell me the reason?

9. From your observations of _____, what are your feelings (child's name)

about (his) (her) interest in school? Would you say that there's much interest now, some interest, a little interest, or no interest?

		N	%			N	%
A.	Much interest	129	65.5	D.	No interest	6	3.0
B.	Some interest	36	18.3	E.	Don't know	2	1.0
C.	A little interest	24	12.2				

Total 197

9a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN - DON'T KNOW: Well, what do you think is the reason for this?

* 10. Now a few questions about _____'s reading. Has (he) (she)
(name)
been receiving any extra reading help this year?

		N	%
A.	Yes	81	50.0
B.	No	51	31.5
C.	Don't know	30	18.5
	Total	162	

10a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	59	72.6	D.	Of no help		
B.	Somewhat helpful	15	18.5	E.	Don't know		
C.	A little helpful	6	7.4		No Response	1	1.2
					Total	81	

* 11. What would you say about _____'s progress in reading since last September? Would you say (he) (she) reads much better, somewhat better, a little better, about the same, or not as good?

		N	%			N	%
A.	Much better	76	46.9	D.	About the same	23	14.2
B.	Somewhat better	30	18.5	E.	Not as good	4	2.5
C.	A little better	23	14.2	F.	Don't know	4	2.5
					No Response	2	1.2
						Total	162

* 12. Concerning the amount of material read, would you say (he) (she) reads much more now, reads somewhat more now, a little more now, reads about the same amount, or reads less than last September?

N	%					N	%
58	35.8	A.	Reads much more now	D.	Reads about the same	31	19.1
44	27.2	B.	Reads somewhat more now	E.	Reads less	8	4.9
20	12.3	C.	Reads a little more now	F.	Don't know	1	.6
					Total	162	

* 13. How helpful do you feel the present program of reading instruction at _____School is in helping _____to improve
(name)
(his) (her) reading? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	86	53.1	D.	Of no help	5	3.1
B.	Somewhat helpful	37	22.8	E.	Don't know	13	8.0
C.	A little helpful	21	13.0		Total	162	

* 14. What about _____'s handwriting? What progress has (he) (she)
(name)
made since last September? Would you say that (his) (her) handwriting is much better, somewhat better, a little better, about the same or not as good as last September?

		N	%			N	%
A.	Much better	64	39.5	D.	About the same	21	13.0
B.	Somewhat better	39	24.1	E.	Not as good	5	3.1
C.	A little better	30	18.5	F.	Don't know	2	1.2
	No Response	1	.6		Total	162	

* Questions 10 to 14 omitted in interviews with parents of First Grade students. Responses to questions 10 to 14 reflect the opinions of 162 parents of students in grades 2 to 6.

ESEA Interview Questionnaire FIRST GRADE ONLY 3a.

10. What would you say about (his) (her) progress in learning to read? Would you say (he) (she) can now read all the stories in (his) (her) reading book, some of the easier stories, or doesn't (he) (she) read yet?

		N	%
A.	Reads all stories	12	34.3
B.	Reads easier stories	18	51.4
C.	Doesn't read yet	1	2.9
D.	Don't know	1	2.9
	No Response	3	8.6
	Total	35	

11. How helpful do you feel the present program of reading instruction at _____School is in helping _____(name) to learn to read? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	19	54.3	D.	Of no help	1	2.9
B.	Somewhat helpful	11	31.4	E.	Don't know		
C.	A little helpful	1	2.9		No Response	3	8.6
					Total	35	

12. What about _____(name)'s writing? Would you say (he) (she) writes quite well, or is what (he) (she) writes sometimes hard to read, or doesn't (he) (she) write yet?

N	%					N	%
15	42.9	A.	Writes well	C.	Doesn't write	11	31.4
6	17.1	B.	Sometimes hard to read	D.	Don't know		
3	8.6				Total	35	

* 13. How helpful do you feel the present program of instruction at _____ School is in helping _____(name) to learn to write? Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	15	42.9	D.	Of no help	1	2.9
B.	Somewhat helpful	8	22.9	E.	Don't know	1	2.9
C.	A little helpful	5	14.3		No Response	5	14.3

GO TO QUESTION NO. 18 NEXT PAGE AND CONTINUE INTERVIEW

* Questions 10 to 13 substituted for Questions 10 to 14 in interviews with First Grade parents. Responses to questions 10 to 13 reflect the opinions of 35 parents of First Grade students.

* 15. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) writing?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	84	51.8	D.	Of no help	3	1.9
B.	Somewhat helpful	32	19.8	E.	Don't know	10	6.2
C.	A little helpful	33	20.4				
					Total	162	

* 16. What about _____ (name)'s progress in spelling since last September?

Would you say (he) (she) spells much better now, spells somewhat better now, spells a little better now, spells less well now, or hasn't there been any change?

N	%					N	%
61	37.6	A.	Spells much better now	D.	No change	18	11.1
44	27.2	B.	Spells somewhat better now	E.	Spells less well now	3	1.2
34	21.0	C.	Spells a little better now	F.	Don't know	1	.6
1	.6		No Response		Total	162	

* 17. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) spelling?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	79	48.8	D.	Of no help	5	3.1
B.	Somewhat helpful	39	24.1	E.	Don't know	9	5.6
C.	A little helpful	28	17.3		No Response	2	1.2
					Total	162	

18. Has there been any change in the things _____ (name) talks about at home now as compared to last September?

		N	%
A.	Yes	106	53.8
B.	No	81	41.1
C.	Don't know	10	5.1
	Total	197	

18a. IF YES: Well what changes have you noticed?

19. As compared to last September, does _____ (name) talk in general more now, talk somewhat more now, talk a little more now, or hasn't there been any change?

N	%					N	%
80	40.6	A.	Talks much more now	D.	No change	73	37.1
24	12.2	B.	Talks somewhat more now	E.	Don't know	1	.5
19	9.6	C.	Talks a little more now				
					Total	197	

* Questions 15, 16, 17 omitted in interviews with parents of First Grade students. Responses to these questions reflect the opinions of 162 parents of students in grades 2 - 6.

20. How about (his)(her) ability to listen to what others are saying now as compared to last fall? Do you think (he) (she) listens much better now, listens somewhat better now, listens a little better now, or hasn't there been any change?

N	%			N	%
79	40.1	A. Listens much better now	D. No change	35	17.8
50	25.4	B. Listens somewhat better now			
33	16.8	C. Listens a little better now	E. Don't know		

Total 197

21. Now, some information about library books. Does _____ (name) bring library books home?

		N	%			N	%
A.	Yes	168	85.3	C.	Don't know	3	1.5
B.	No	25	12.7		No Response	1	.6

Total 197

21a. IF YES TO NO. 21: Which library does (he) (she) usually bring them from?

N	%			N	%		
10	6.0	A.	Public library	47	28.0	C.	Public and school library
110	65.5	B.	School library	1	.6	D.	Other (Record what is said)

Total 168

21b. IF YES TO NO. 21: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, more now, few more now, or hasn't there been any change?

		N	%			N	%
A.	Many more now	35	20.8	D.	No change	48	28.6
B.	More now	43	25.6	E.	Don't know	7	4.2
C.	Few more now	33	19.6		No Response	2	1.2

Total 168

22. How much homework does _____ (name) bring home? Would you say very much, some, a little, or none?

		N	%			N	%
A.	Very much	37	18.8	D.	None	20	10.2
B.	Some	83	42.1	E.	Don't know		
C.	A little	57	28.9				

Total 197

22a. IF YOU HAVE A CHECK IN 22 A, B, OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change?

		N	%			N	%
A.	More now	91	51.4	C.	No change	64	36.2
B.	Less now	18	10.2	D.	Don't know	4	2.3

Total 177

22b. IF YOU HAVE A CHECK IN 22 A, B, OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework, more time now, or less time now, or hasn't there been any change?

N	%			N	%
94	53.1	A. Spends more time now	C. No change	63	35.6
14	7.9	B. Spends less time now	D. Don't know	5	2.8
			No Response	1	.6

Total 177

23. Have you had occasion to talk to the school nurse this year?

	N	%		N	%
A. Yes	96	48.7	B. No	101	51.3
			Total		197

23a. IF YES TO NO. 23: About how many times?

	N	%		N	%
A. 1 to 2	51	53.0	D. More than 6	7	7.3
B. 3 to 4	31	32.2	E. Don't know	3	3.1
C. 5 to 6	4	4.2			
			Total		96

* 23b. IF YES TO NO. 23: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

	N	%		N	%
A. Accident	8	8.3	D. Attendance	5	5.2
B. Emergency illness	27	28.1	E. Other (Record what is said)	27	28.1
C. Health examination	38	39.5	Total		105

24. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

	N	%		N	%
A. Yes	174	88.3	B. No	22	11.2
No Respon	1	.5	Total		197

24a. IF YES TO NO. 24: Have you talked to any of these Teacher Aides?

	N	%		N	%
A. Yes	75	43.1	B. No	94	54.1
No Respon	5	2.9	Total		174

24b. IF YES TO NO. 24: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, a little valuable, or of no value?

	N	%		N	%
A. Very valuable	113	65.	D. Of no value	1	.6
B. Somewhat valuable	14	8.1	E. Don't know	7	4.0
C. A little valuable	7	4.0	No Response	32	18.4
			Total		174

25. What about trips? How many field trips has your child gone on with his class since beginning school in September?

	N	%		N	%
A. 0	4	2.0	D. 5 to 6	30	15.2
B. 1 to 2	44	22.3	E. More than 6	14	7.1
C. 3 to 4	100	50.8	F. Don't know	4	2.0
No Response	1	.5	Total		197

25a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?

	N	%		N	%
A. Very valuable	150	79.9	D. Of no value	5	2.7
B. Somewhat valuable	24	12.8	E. Don't know	1	.5
C. A little valuable	6	3.2	No Response	2	1.1
			Total		188

* Responses and percentages to Question 23b reflect the total number of responses in each category, not the number and percentage of persons responding.

ESEA Interview Questionnaire (Elementary)

26. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, or there should be fewer of these trips?

N	%			N	%
33	16.8	A. Should be many more	D. Should be fewer	4	2.0
49	24.9	B. Should be a few more	E. Don't know	8	4.1
98	49.7	C. About right now	No Response	5	2.5
			Total	197	

27. Has _____'s class been on any trips together with students
(name)
of other schools of Oakland?

	N	%		N	%
A. Yes	30	15.2	C. Don't know	86	43.7
B. No	80	40.6	No Response	1	.5
			Total	197	

27a. IF YES TO NO. 27: What was the name of the school?

27b. IF YES TO NO. 27: Would you say _____ enjoyed these
(name)
trips very much, some, a little, or would you say (he) (she) didn't enjoy them?

	N	%		N	%
A. Enjoyed very much	28	93.2	D. Didn't enjoy	1	3.3
B. Enjoyed some	1	3.3	E. Don't know		
C. Enjoyed a little					
			Total 30		

27c. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN DON'T KNOW IN NO. 27b: Could you tell me why?

28. Has _____ gone with (his) (her) class to visit classes at
(name)
other schools in Oakland?

	N	%		N	%
A. Yes	25	12.7	C. Don't know	80	40.6
B. No	92	46.7			

28a. IF YES: What was the name of the school (he) (she) visited?

29. Do you know if any classes from other schools have come to _____ School to visit _____'s class?
(name)

	N	%		N	%
A. Yes	6	3.1	C. Don't know	120	60.9
B. No	70	35.5	No Response	1	.5

29a. IF YES: What was the name of this school?

30. IF YES TO EITHER 28 OR 29: (If both No, omit this question): Would you say that _____ (name) enjoyed these visits very much, some, a little or would you say (he) (she) didn't enjoy them?

		N	%			N	%
A.	Enjoyed very much	20	64.4	D.	Did not enjoy		
B.	Enjoyed some	6	19.3	E.	Don't know	2	6.4
C.	Enjoyed a little	2	6.4		No Response	1	3.2
					Total	31	

☐

30a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN DON'T KNOW: Could you tell me why?

31. What is your opinion concerning the value of such visits of _____'s class to other schools of Oakland or classes of other schools to _____ School? Would you say of much value, some value, a little value, or of no value?

		N	%			N	%
A.	Much value	68	34.5	D.	No value	7	3.6
B.	Some value	28	14.2	E.	Don't know	25	12.7
C.	Little value	11	5.6		No Response	58	29.4
					Total	197	

☐

31a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN DON'T KNOW: Could you tell me why?

32. Has there been a change in the number of special assemblies or class programs _____ (name) has attended at _____ School this spring as compared to last fall?

		N	%			N	%
A.	Yes	44	22.3	C.	Don't know	91	46.2
B.	No	62	31.5		Total	197	

☐

32a. IF YES: Well, how valuable do you feel these programs have been: Would you say very valuable, somewhat valuable, a little valuable, or of no value?

		N	%			N	%
A.	Very valuable	31	70.4	D.	Of no value	1	2.3
B.	Somewhat valuable	10	22.7	E.	Don't know	1	2.3
C.	A little valuable	1	2.3				
					Total	44	

☐

ESEA Interview Questionnaire (Elementary)

33. Now, all the questions I've been asking you refer to the ESEA program of additional services at _____School. In your opinion, how helpful has this program been in improving _____'s education? (name) Would you say it's been very helpful, somewhat helpful, a little helpful, or of no help?

	N	%		N	%
A. Very helpful	132	67.0	D. Of no help	2	1.0
B. Somewhat helpful	45	22.8	E. Don't know	1	.5
C. A little helpful	15	7.6	No Response	2	1.0
			Total	197	

34. As a parent, have you had any problems in working with the school?

	N	%		N	%
A. Yes	2	1.0	B. No	194	98.5
			No Response	1	.5
			Total	197	

34a. IF YES: Well, what particular problems?

35. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

	N	%		N	%
A. Excellent	65	33.0	D. Poor	3	1.5
B. Good	94	47.7	E. Don't know	2	1.0
C. Fair	27	13.7	F. No opinion	5	2.5
No Response	1	.5	Total	197	

36. What is your overall opinion of _____School? Would you rate it as being excellent, above average, average, below average, or poor?

	N	%		N	%
A. Excellent	45	22.8	D. Below average	8	4.1
B. Above average	22	11.2	E. Poor	5	2.5
C. Average	108	54.8	F. Don't know	6	3.1
No Response	3	1.5	Total	197	

37. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

FMM:mm
5/2/67

OAKLAND PUBLIC SCHOOLS
Research Department

Grades 7 - 9
94 Responding

ESEA INTERVIEW QUESTIONNAIRE
(JUNIOR HIGH)

Hello. I'm _____, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions of the federal Elementary, Secondary Education Act, the government program which has been operating in the schools the past year. It is also referred to as the ESEA Program.

1. You have a child _____ in _____ at _____.
(name) (level) (school)

Is that correct?

	N	%		N	%
A. Yes	94	100.	B. No		

Total 94

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966?

	N	%		N	%
A. Yes	52	55.3	B. No	39	41.5
			No Resp	3	3.2

Total 94

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland schools?

	N	%		N	%
A. Yes	24	25.5	B. No	68	72.3
			No Resp	2	2.1

Total 94

4. Since _____ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in the _____ School.

5. But first, how many years have any of your children attended _____ School?

	N	%		N	%
A. Less than 1 year	19	20.2	D. 5 to 6 years	9	9.6
B. 1 to 2 years	23	24.5	E. More than 6 years	6	6.4
C. 3 to 4 years	37	39.4	Total	94	

ESEA Interview Questionnaire (Junior High) 2

6. Have you noticed any changes at _____School in the past year?

	N	%		N	%
A. Yes	30	31.9	B. No	62	66.0
			No Resp.	2	2.1
				Total	94

6a. IF YES: What is your opinion of _____School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, a little higher, about the same, or lower?

	N	%		N	%
A. Much higher	13	43.3	D. About the same	3	10.0
B. Somewhat higher	4	13.3	E. Lower	3	10.0
C. A little higher	6	20.0	F. No opinion	1	3.3
			Total		94

7. In comparison with teachers in other Oakland Schools, do you feel that the teachers at _____School are much better, somewhat better, a little better, about the same, or not as good?

	N	%		N	%
A. Much better	4	4.3	D. About the same	45	47.9
B. Somewhat better	7	7.4	E. Not as good	6	6.4
C. A little better	4	4.3	F. Don't know	27	28.7
No Response	1	1.1	Total		94

8. What is your opinion about _____'s ability to do the work in
(name)
_____School now as compared, to say, last September? Would you say the work is more easily undertstood now, or less easily understood now, or hasn't there been any change?

N	%			N	%
48	51.1	A. More easily understood now	C. No change	32	34.0
8	8.5	B. Less easily understood now	D. Don't know	5	5.3
1	1.1	No Response	Total		94

8a. IF A CHECK IN A OR B: Could you tell me the reason?

9. From your observations of _____, what are your feelings
(name)
about (his) (her) interest in school? Would you say that there's much interest now, some interest, a little interest, or no interest?

	N	%		N	%
A. Much interest	61	64.9	D. No interest	3	3.2
B. Some interest	16	17.0	E. Don't know	1	1.1
C. A little interest	13	13.8	Total		94

9a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN - DON'T KNOW: Well, what do you think is the reason for this?

10. Now a few questions about _____'s reading. Has (he) (she)
(name)
been receiving any extra reading help this year?

		N	%
A.	Yes	23	24.4
B.	No	51	54.1
C.	Don't know	20	21.3
	Total	94	

10a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	18	78.3	D.	Of no help		
B.	Somewhat helpful	2	8.7	E.	Don't know		
C.	A little helpful	3	13.1				
					Total	23	

11. What would you say about _____'s progress in reading since last
(name)
September? Would you say (he) (she) reads much better, somewhat better, a little better, about the same, or not as good?

		N	%			N	%
A.	Much better	41	43.6	D.	About the same	24	25.5
B.	Somewhat better	17	18.1	E.	Not as good		
C.	A little better	9	9.6	F.	Don't know	3	3.2

12. Concerning the amount of material read, would you say (he) (she) reads much more now, reads somewhat more now, a little more now, reads about the same amount, or reads less than last September?

N	%					N	%
32	34.0	A.	Reads much more now	D.	Reads about the same	30	31.9
15	16.0	B.	Reads somewhat more now	E.	Reads less	4	4.3
12	12.8	C.	Reads a little more now	F.	Don't know	1	1.1
					Total	94	

13. How helpful do you feel the present program of reading instruction at _____School is in helping _____to improve (his)
(name)
(her) reading? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	53	56.4	D.	Of no help		
B.	Somewhat helpful	16	17.0	E.	Don't know	9	9.6
C.	A little helpful	15	16.0	No Response		1	1.1
					Total	94	

14. What about _____'s handwriting? What progress has (he) (she)
(name)
made since last September? Would you say that (his) (her) handwriting is much better, somewhat better, a little better, about the same or not as good as last September?

		N	%			N	%
A.	Much better	37	39.4	D.	About the same	28	29.8
B.	Somewhat better	19	20.2	E.	Not as good		
C.	A little better	10	10.6	F.	Don't know		
					Total	94	

ESEA Interview Questionnaire (Junior High)

15. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) writing?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	31	33.0	D.	Of no help	7	7.4
B.	Somewhat helpful	23	24.5	E.	Don't know	10	10.6
C.	A little helpful	20	21.3		No Response	3	3.2
					Total	94	

16. What about _____ (name)'s progress in spelling since last September?

Would you say (he) (she) spells much better now, spells somewhat better now, spells a little better now, spells less well now, or hasn't there been any change?

N	%					N	%
31	33.0	A.	Spells much better now	D.	No change	18	19.1
21	22.3	B.	Spells somewhat better	E.	Spells less well now		
20	21.3	C.	Spells a little better	F.	Don't know	3	3.2
1	1.1		No Response		Total	94	

17. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) spelling?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	30	31.9	D.	Of no help	2	2.1
B.	Somewhat helpful	30	31.9	E.	Don't know	7	7.4
C.	A little helpful	23	24.5		No Response	2	2.1
					Total	94	

18. Has there been any change in the things _____ (name) talks about at home now as compared to last September?

		N	%
A.	Yes	51	54.3
B.	No	36	38.3
C.	Don't know	6	6.4
	No Response	1	1.1
	Total	94	

18a. IF YES: Well what changes have you noticed?

19. As compared to last September, does _____ (name) talk in general more now, talk somewhat more now, talk a little more now, or hasn't there been any change?

N	%					N	%
37	39.4	A.	Talks much more now	D.	No change	35	37.2
7	7.4	B.	Talks somewhat more now	E.	Don't know		
15	15.9	C.	Talks a little more now		Total	94	

20. How about (his)(her) ability to listen to what others are saying now as compared to last fall? Do you think (he) (she) listens much better now, listens somewhat better now, listens a little better now, or hasn't there been any change?

N	%			N	%
35	37.2	A. Listens much better now	D. No change	23	24.5
23	24.5	B. Listens somewhat better now	E. Don't know	1	1.1
12	12.8	C. Listens a little better now			

21. Now, some information about library books. Does _____ (name) bring library books home? Total 94

		N	%			N	%
A.	Yes	65	69.2	C.	Don't know	4	4.3
B.	No	25	26.6				

21a. IF YES TO NO. 21: Which library does (he) (she) usually bring them from? Total 94

		N	%			N	%
A.	Public library	11	16.9	C.	Public and school library	21	32.3
B.	School library	32	49.3	D.	Other (Record what is said)	1	1.5

21b. IF YES TO NO. 21: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, more now, few more now, or hasn't there been any change? Total 65

		N	%			N	%
A.	Many more now	10	15.4	D.	No change	21	32.3
B.	More now	14	21.6	E.	Don't know	4	6.2
C.	Few more now	12	18.5		No Response	4	6.2

22. How much homework does _____ (name) bring home? Would you say very much, some, a little, or none? Total 65

		N	%			N	%
A.	Very much	20	21.3	D.	None	8	8.5
B.	Some	39	41.5	E.	Don't know	1	1.1
C.	A little	26	27.7				

22a. IF YOU HAVE A CHECK IN 22 A, B, OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change? Total 94

		N	%			N	%
A.	More now	34	39.8	C.	No change	35	41.0
B.	Less now	15	17.6	D.	Don't know		
No Response		1	1.2				

22b. IF YOU HAVE A CHECK IN 22A, B, OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework, more time now, or less time now, or hasn't there been any change? Total 85

N	%			N	%
40	46.8	A. Spends more time now	C. No change	28	32.8
15	17.6	B. Spends less time now	D. Don't know	2	2.3

23. Have you had occasion to talk to the school nurse this year?

	N	%		N	%
A. Yes	73	77.7	B. No	20	21.3
No Response	1	1.1	Total		94

23a. IF YES TO NO. 23: About how many times?

	N	%		N	%
A. 1 to 2	22	30.1	D. More than 6	1	1.4
B. 3 to 4	45	61.7	E. Don't know		
C. 5 to 6	2	2.7	No Response	3	4.1
			Total	73	

* 23b. IF YES TO NO. 23: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

	N	%		N	%
A. Accident	18	24.7	D. Attendance	1	1.4
B. Emergency illness	45	61.7	E. Other (Record what is said)		
C. Health examination	1	1.4	No Response	8	11.0
			Total	73	

24. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

	N	%		N	%
A. Yes	87	92.6	B. No	6	6.4
No Respon	1	1.1	Total		94

24a. IF YES TO NO. 24: Have you talked to any of these Teacher Aides?

	N	%		N	%
A. Yes	30	34.5	B. No	43	49.5
No Respon	14	16.1	Total		87

24b. IF YES TO NO. 24: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, a little valuable, or of no value?

	N	%		N	%
A. Very valuable	49	56.4	D. Of no value		
B. Somewhat valuable	14	16.1	E. Don't know	3	3.5
C. A little valuable	2	2.3	No Response	19	21.9
			Total	87	

25. What about trips? How many field trips has your child gone on with his class since beginning school in September?

	N	%		N	%
A. 0	14	14.8	D. 5 to 6	6	6.4
B. 1 to 2	32	33.9	E. More than 6	4	4.2
C. 3 to 4	33	35.0	F. Don't know	5	5.3
			Total	94	

25a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?

	N	%		N	%
A. Very valuable	51	67.8	D. Of no value	1	1.3
B. Somewhat valuable	16	21.3	E. Don't know	1	1.3
C. A little valuable	6	8.0			
			Total	75	

* Responses and percentages to Question 23b reflect the total number of responses in each category, not the number and percentage of persons responding.

ESEA Interview Questionnaire (Junior High) 7

26. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, or there should be fewer of these trips?

		N	%			N	%
A.	Should be many more	20	21.2	D.	Should be fewer	2	2.1
B.	Should be a few more	22	23.3	E.	Don't know	7	7.4
C.	About right now	39	41.3	No Response		4	4.2
					Total	94	

27. Has there been a change in the number of special assemblies or class programs _____(name)_____ has attended this spring as compared to last fall?

		N	%			N	%
A.	Yes	26	27.6	C.	Don't know	32	34.0
B.	No	36	38.2				
					Total	94	

27a. IF YES: Well, how valuable do you feel these programs have been?

		N	%			N	%
A.	Very valuable	16	61.8	D.	Of no value		
B.	Somewhat valuable	5	19.3	E.	Don't know	2	7.7
C.	A little valuable	3	11.6				
					Total	26	

28. Have you talked to _____(name)_____'s counselor this school year?

		N	%			N	%
A.	Yes	54	57.2	B.	No	39	41.3
No Respon		1	1.1				
					Total	94	

28a. IF YES: About how many times since last January?

		N	%			N	%
A.	0	1	1.9	D.	5 to 6	6	11.1
B.	1 to 2	34	63.0	E.	More than 6	2	3.7
C.	3 to 4	11	20.4				
					Total	54	

29. Has there been any change in the number of times _____(name)_____ has seen the counselor this year as compared to last year?

		N	%			N	%
A.	Yes	39	41.3	C.	Don't Know	23	24.4
B.	No	26	27.6	No Response		6	6.4
					Total	94	

29a. IF YES TO NO. 29: Has (he) (she) been able to see (his) (her) counselor more often this year than last year?

		N	%			N	%
A.	Yes	25	64.0	C.	Don't know	4	10.2
B.	No	2	5.1	No Response		8	20.5
					Total	39	

29b. IF YES TO 29a: Would you say _____(name)_____ sees (his) (her) counselor much more now, somewhat more now, or a little more now?

N	%			N	%
6	24.0	A. Sees counselor much more now	C. Sees counselor a little more now	12	48.0
5	20.0	B. Sees counselor somewhat more now	D. Don't know	2	8.0
			No Response		
			Total	25	

30. Well, how satisfied are you with the amount of time (he) (she) is able to spend with (his) (her) counselor? Would you like (him) (her) to spend more time, less time, or the present is satisfactory?

N	%		N	%	
19	20.1	A. I would like more time	64	67.8	C. Present is satisfactory
3	3.2	B. I would like less time	4	4.2	D. Don't know
4	4.2	No Response			
				Total	94

31. In your opinion, how valuable has the assistance of the counselor been? Would you say, very valuable, somewhat valuable, a little valuable, or of no value?

		N	%			N	%
A.	Very valuable	56	59.4	D.	Of no value	4	4.2
B.	Somewhat valuable	15	15.9	E.	Don't know	5	5.3
C.	A little valuable	10	10.6		No Response	4	4.2
					Total	94	

32. Have you talked to any other school person about your child other than his principal, counselor, teacher, or the nurse this year?

		N	%			N	%
A.	Yes	7	7.4	C.	Don't remember	2	2.1
B.	No	85	90.1				

32a. IF YES TO NO. 32: Do you remember the title or what areas of your child's activities he or she was concerned about?

		N	%			N	%
A.	Yes	5	71.5	C.	Don't know	1	14.4
B.	No	-	-		No Response	1	14.4
					Total	7	

32b. IF YES TO NO. 32: What was the title or area?

	N	%		
Title	2	28.8	Area A.	Attendance
	1	14.4	B.	Progress in school
	3	43.1	C.	Other
	1	14.4	No Response	
			Total	7

32c. IF YES TO NO. 32: In your opinion, how valuable has the assistance of this person been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?

		N	%			N	%
A.	Very valuable	4	57.5	D.	Of no value	1	14.4
B.	Somewhat valuable	1	14.4	E.	Don't know		
C.	A little valuable	1	14.4		Total	7	

33. Has _____ made use of the file of occupational materials which (name) the school has made available to help students?

		N	%			N	%
A.	Yes	37	39.2	C.	Don't know	32	33.9
B.	No	25	26.5				
					Total	94	

33a. IF YES TO NO. 33: In your opinion, has (he) (she) used the file more since last year?

		N	%			N	%
A.	Yes	19	51.3	C.	Don't know	11	29.7
B.	No	6	16.2		No Response	1	2.7
					Total	37	

33b. IF YES TO NO 33a: Would you say (he)(she) has used it much more, somewhat more, or a little more?

		N	%			N	%
A.	Much more	3	15.7	C.	A little more	10	52.2
B.	Somewhat more	3	15.7	D.	Don't know	3	15.7

34. Now, all the questions I've been asking you refer to the ESEA program of additional services at _____School. In your opinion, how helpful has this program been in improving _____'s education?
(name)

Would you say it's been very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	51	54.1	D.	Of no help	3	3.2
B.	Somewhat helpful	26	27.6	E.	Don't know	4	4.2
C.	A little helpful	10	10.6				
					Total	94	

35. Now, as a parent, have you had any problems in working with the school?

	N	%		N	%
A. Yes	2	2.12	B. No	91	96.5
No Response	1	1.1		Total	94

35a. IF YES: Well, what particular problems?

36. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

		N	%			N	%
A.	Excellent	15	15.9	D.	Poor	3	3.2
B.	Good	55	58.3	E.	Don't know	2	2.1
C.	Fair	17	18.0	F.	No opinion	2	2.1
					Total	94	

37. What is your overall opinion of _____School? Would you rate it as being excellent, above average, average, below average, or poor?

		N	%			N	%
A.	Excellent	16	17.0	D.	Below average	6	6.4
B.	Above average	5	5.3	E.	Poor	4	4.2
C.	Average	60	63.6	F.	Don't know	3	3.2
					Total	94	

38. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

FMM:mm
5/2/67

OAKLAND PUBLIC SCHOOLS
Research Department

Grades 10-12
45 Responding

ESEA INTERVIEW QUESTIONNAIRE
SENIOR HIGH-GRADES 10 - 12

Hello. I'm _____, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions of the federal Elementary, Secondary Education Act, the government program which has been operating in the schools the past year. It is also referred to as the ESEA Program.

1. You have a child _____ (name) in _____ (level) at _____ (school).

Is that correct?

	N	%			
A. Yes	45	100.0	B. No		
				Total	45

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thnak you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966?

	N	%			
A. Yes	24	53.3	B. No	21	46.7
				Total	45

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland schools?

	N	%			
A. Yes	22	48.9	B. No	23	51.1
				Total	45

4. Since _____ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in the _____ School.

5. But first, how many years have any of your children attended _____ School?

	N	%		N	%
A. Less than 1 year	8	17.7	D. 5 to 6 years	3	6.7
B. 1 to 2 years	12	26.7	E. More than 6 years	10	22.2
C. 3 to 4 years	12	26.7			
	740		Total	45	

6. Have you noticed any changes at _____School in the past year?

	N	%		N	%
A. Yes	14	31.1	B. No	29	64.4
No Response	2	4.4	Total	45	

6a. IF YES: What is your opinion of _____School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, a little higher, about the same, or lower?

	N	%		N	%
A. Much higher	9	64.4	D. About the same	2	14.3
B. Somewhat higher	2	14.3	E. Lower		
C. A little higher			F. No opinion	1	7.2
			Total	14	

7. In comparison with teachers in other Oakland Schools, do you feel that the teachers at _____School are much better, somewhat better, a little better, about the same, or not as good?

	N	%		N	%
A. Much better			D. About the same	28	62.2
B. Somewhat better	8	17.8	E. Not as good	3	6.7
C. A little better			F. Don't know	6	13.3
			Total	45	

8. What is your opinion about _____'s ability to do the work in
(name)
_____School now as compared, to say, last September? Would you say the work is more easily understood now, or less easily understood now, or hasn't there been any change?

N	%			N	%
23	51.1	A. More easily understood now	C. N change	10	22.2
1	2.2	B. Less easily understood now	D. Don't know	9	20.0
2	4.4	No Response	Total	45	

8a. IF A CHECK IN A OR B: Could you tell me the reason?

9. From your observations of _____, what are your feelings
(name)
about (his) (her) interest in school? Would you say that there's much interest now, some interest, a little interest, or no interest?

	N	%		
A. Much interest	26	57.8	D. No interest	
B. Some interest	13	28.9	E. Don't know	
C. A little interest	6	13.3	Total	45

9a. IF YOU HAVE A CHECK IN ANY BOX OTHER THAN - DON'T KNOW: Well, what do you think is the reason for this?

10. Now a few questions about _____'s reading. Has (he) (she)
(name)
been receiving any extra reading help this year?

		N	%
A.	Yes	4	8.9
B.	No	22	48.9
C.	Don't know	19	42.2

Total 45

10a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	3	75.	D.	Of no help		
B.	Somewhat helpful	1	25	E.	Don't know		
C.	A little helpful						

Total 4

11. What would you say about _____'s progress in reading since last September? Would you say (he) (she) reads much better, somewhat better, a little better, about the same, or not as good?

		N	%			N	%
A.	Much better	15	33.3	D.	About the same	12	26.7
B.	Somewhat better	9	20.0	E.	Not as good		
C.	A little better	7	15.6	F.	Don't know	2	4.4

Total 45

12. Concerning the amount of material read, would you say (he) (she) reads much more now, reads somewhat more now, a little more now, reads about the same amount, or reads less than last September?

N	%					N	%
10	22.2	A.	Reads much more now	D.	Reads about the same	15	33.3
8	17.8	B.	Reads somewhat more now	E.	Reads less	1	2.2
9	20.0	C.	Reads a little more now	F.	Don't know	2	4.4

Total 45

13. How helpful do you feel the present program of reading instruction at _____School is in helping _____ to improve (his)
(name)
(her) reading? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	13	28.9	D.	Of no help	14	31.1
B.	Somewhat helpful	9	20.0	E.	Don't know		
C.	A little helpful	8	17.8		No Response	1	2.2

Total 45

14. What about _____'s handwriting? What progress has (he) (she)
(name)
made since last September? Would you say that (his) (her) handwriting is much better, somewhat better, a little better, about the same or not as good as last September?

		N	%			N	%
A.	Much better	12	26.7	D.	About the same	21	46.7
B.	Somewhat better	7	15.6	E.	Not as good		
C.	A little better	5	11.1	F.	Don't know		

Total 45

15. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) writing?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	14	31.1	D.	Of no help	-	
B.	Somewhat helpful	8	17.8	E.	Don't know	13	28.9
C.	A little helpful	9	20.0		No Response	1	2.2
					Total	45	

16. What about _____ (name)'s progress in spelling since last September?

Would you say (he) (she) spells much better now, spells somewhat better now, spells a little better now, spells less well now, or hasn't there been any change?

N	%					N	%
9	20.0	A.	Spells much better now	D.	No change	9	20.0
13	28.9	B.	Spells somewhat better	E.	Spells less well now	-	
12	26.7	C.	Spells a little better	F.	Don't know	2	4.4
					Total	45	

17. How helpful do you feel the present program of instruction at _____ School is in helping _____ (name) to improve (his) (her) spelling?

Would you say it's very helpful, somewhat helpful, a little helpful or of no help?

		N	%			N	%
A.	Very helpful	11	24.4	D.	Of no help	12	26.7
B.	Somewhat helpful	10	22.2	E.	Don't know		
C.	A little helpful	11	24.4		No Response	1	2.2
					Total	45	

18. Has there been any change in the things _____ (name) talks about at home now as compared to last September?

		N	%
A.	Yes	24	53.3
B.	No	16	35.6
C.	Don't know	5	11.1

18a. <u>IF YES</u>: Well what changes have you noticed?

19. As compared to last September, does _____ (name) talk in general more now, talk somewhat more now, talk a little more now, or hasn't there been any change?

N	%					N	%
7	15.6	A.	Talks much more now	D.	No change	18	40.0
9	20.0	B.	Talks somewhat more now	E.	Don't know	3	6.7
5	11.1	C.	Talks a little more now		No Response	3	6.7
					Total	45	

20. How about (his) (her) ability to listen to what others are saying now as compared to last fall? Do you think (he) (she) listens much better now, listens somewhat better now, listens a little better now, or hasn't there been any change?

N	%			N	%
12	26.7	A. Listens much better now	D. No change	12	26.7
11	24.4	B. Listens somewhat better now	E. Don't know	1	2.2
			No Response	1	2.2
8	17.8	C. Listens a little better now	Total	45	

21. Now, some information about library books. Does _____ bring (name)

library books home?

		N	%			N	%
A.	Yes	25	55.0	C.	Don't know	5	11.1
B.	No	15	33.3				

Total 45

21a. IF YES TO NO. 21: Which library does (he) (she) usually bring them from?

		N	%			N	%
A.	Public library	3	12.0	C.	Public and school library	6	24.0
B.	School library	16	64.0	D.	Other (Record what is said)		

Total 25

21b. IF YES TO NO. 21: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, more now, few more now, or hasn't there been any change?

		N	%			N	%
A.	Many more now	3	12.0	D.	No change	6	24.0
B.	More now	5	20.0	E.	Don't know	3	12.0
C.	Few more now	8	32.0				

Total 25

22. How much homework does _____ bring home? Would you say very (name)

much, some a little, or none:

		N	%			N	%
A.	Very much	6	13.3	D.	None	3	6.7
B.	Some	17	37.8	E.	Don't know	1	2.2
C.	A little	17	37.8		No Response	1	2.2
					Total	45	

22a. IF YOU HAVE A CHECK IN 22 A, B, OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change?

		N	%			N	%
A.	More now	9	22.5	C.	No change	17	42.5
B.	Less now	10	25.0	D.	Don't know	4	10.0
					Total	40	

22b. IF YOU HAVE A CHECK IN 22A, B, OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework, more time now, or less time now, or hasn't there been any change?

N	%			N	%
19	47.5	A. Spends more time now	C. No change	12	30.0
5	12.5	B. Spends less time now	D. Don't know	3	7.5
1	2.5	No Response			
			Total	40	

23. Have you had occasion to talk to the school nurse this year?

		N	%			N	%
A.	Yes	13	28.9	B.	No	32	71.1
					Total		45

23a. IF YES TO NO. 23: About how many times?

		N	%			N	%
A.	1 to 2	10	76.9	D.	More than 6		
B.	3 to 4	3	23.1	E.	Don't know		
C.	5 to 6						
					Total		13

* 23b. IF YES TO NO. 23: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

		N	%			N	%
A.	Accident	3	23.1	D.	Attendance	1	7.7
B.	Emergency illness	3	23.1	E.	Other (Record what is said)	1	7.7
C.	Health examination	4	30.8				
	No Response	1	7.7		Total		13

24. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

		N	%			N	%
A.	Yes	35	77.8	B.	No	10	22.2
					Total		45

24a. IF YES TO NO. 24: Have you talked to any of these Teacher Aides?

		N	%			N	%
A.	Yes	12	34.3	B.	No	23	65.8
					Total		35

24b. IF YES TO NO. 24: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, a little valuable, or of no value?

		N	%			N	%
A.	Very valuable	19	54.4	D.	Of no value		
B.	Somewhat valuable	1	2.9	E.	Don't know		
C.	A little valuable	1	2.9		No Response	14	40.0
					Total		35

25. What about trips? How many field trips has your child gone on with his class since beginning school in September?

		N	%			N	%
A.	0	7	15.6	D.	5 to 6	5	11.1
B.	1 to 2	14	31.1	E.	More than 6	1	2.2
C.	3 to 4	17	37.8	F.	Don't know	1	2.2
					Total		45

25a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, a little valuable, or of no value?

		N	%			N	%
A.	Very valuable	27	73.2	D.	Of no value	1	2.7
B.	Somewhat valuable	7	19.0	E.	Don't know		
C.	A little valuable	1	2.7		No Response	1	2.7
					Total		37

* Responses and percentages to Question 23b reflect total number of responses in each category, not the number and percentage of persons responding.

26. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, or there should be fewer of these trips?

N	%			N	%
6	13.3	A. Should be many more	D. Should be fewer	1	2.2
13	28.9	B. Should be a few more	E. Don't know	6	13.3
16	35.6	C. About right now	No Response	3	6.7
			Total	45	

27. Has there been a change in the number of special assemblies or class programs _____ has attended this spring as compared to last fall?
(name)

	N	%		N	%
A. Yes	10	22.2	C. Don't know	26	57.8
B. No	8	17.8	No Response	1	2.2
			Total	45	

27a. IF YES: Well, how valuable do you feel these programs have been? -- very valuable, somewhat valuable, a little valuable or of no value?

	N	%		N	%
A. Very valuable	6	60.	D. Of no value		
B. Somewhat valuable	3	30.	E. Don't know		
C. A little valuable	1	10.	Total	10	

28. Have you been able to attend any of the parent meetings held at McClymonds High School since the first of the year?

	N	%		N	%
A. Yes	7	15.6	B. No	36	80.0
No Response	2	4.4	Total	45	

28a. IF YES TO NO. 28: About how many meetings have you attended?

28b. IF YES TO NO. 28: How did you find out about these meetings?

N	%		
3	42.6	A. Printed notice	C. Told by neighbor or friend
2	28.4	B. Student told parent	D. Other (Specify)
2	28.4	No Response	Total 7

28c. IF NO TO NO. 28: Were you ever notified or told about parent meetings?

	N	%		N	%
A. Yes	24	67.2	B. No	11	30.8
No Response	1	2.8	Total	36	

*29. What is the best way for the school to notify parents about meetings for parents?

	N	%		N	%
A. Printed notices	26	53.1	C. Other (Specify)		
B. Telephone calls	22	44.9	No Response	1	2.0
			Total	49	

30. Have you ever heard about the Citizens' Advisory Committee at McClymonds High School?

	N	%		N	%
A. Yes	18	40.0	B. No	27	60.0
			Total	45	

30a. IF YES TO NO. 30: How did you find out about it?

* Responses and percentages to Question 29 reflect the total number of responses in each category, not the number and percentage of persons responding.

30b. IF YES TO NO. 30: What do you feel this Citizens' Advisory Committee should be doing ..... how can this group help to improve the educational program at McClymonds High School?

31. Have you heard about the special plan which is being developed for the McClymonds area? It's called the Model Cities Plan for West and North Oakland.

	N	%		N	%
A. Yes	19	42.2	B. No	26	57.8
			Total	45	

☐

31a. IF YES: How good do you think this plan is?

	N	%		N	%
A. Excellent	4	20.8	D. Fair		
B. Very good	9	46.9	E. Poor		
C. Satisfactory	1	5.2	No Response	5	26.1
			Total	19	

☐

Comments:

32. What do you feel would be the best way for the school to keep parents informed about important school matters?

Comments:

33. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

	N	%		N	%
A. Excellent	19	42.2	D. Poor	1	2.2
B. Good	18	40.0	E. Don't know		
C. Fair	7	15.6			
			Total	45	

☐

34. What is your overall opinion of _____ School? Would you rate it as being excellent, above average, average, below average, or poor in comparison to the majority of schools in Oakland?

	N	%		N	%
A. Excellent	7	15.6	D. Below average	2	4.4
B. Above average	5	11.1	E. Poor	1	2.2
C. Average	28	62.2	F. Don't know	2	4.4
			Total	45	

☐

35. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

FMM;mm
5/2/67

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX VI-B-4

ELEMENTARY SCHOOL DISCIPLINE REFERRALS

Daily Record Form

___ Monday
___ Tuesday
___ Wednesday
___ Thursday
___ Friday

School _____ Date _____

Name of Student	Grade	Referrals: Classroom Misbehavior	Fighting	Defiance	Refusal to do Work	Use of Profane Language	Failure to Observe School Rules	Theft or Damage to Property	Attendance (Tardiness or Truancy)	Other	Referred by Substitute	Remarks
Totals*												

FMM:im 1/18/67

*Totals not required on forms sent to Research Department

APPENDIX VII

SUMMER SCHOOL PROGRAMS

DOCUMENT FILMED FROM BEST AVAILABLE COPY

APPENDIX VII

SUMMER SCHOOL PROGRAMS

CONTENTS

VII-A Annual Evaluation Reports, Project Information, ESEA of 1965, Title I, Public Law 89-10

VII-A-1 Elementary School Summer Program 751

VII-A-2 Secondary Schools Summer Program 755

VII-A-3 Teacher's Workshop 758

VII-A-4 Curriculum and Vocational Guidance Materials Development Project 761

VII-B-1 Raw Score Distributions, Grade 2 Summer School 764

VII-B-2 Raw Score Distributions, Grade 3 Summer School 764

VII-B-3 Raw Score Distributions, Grade 4 Summer School 765

VII-B-4 Raw Score Distributions, Reading Vocabulary Secondary Summer School 766

VII-B-5 Raw Score Distributions, Reading Comprehension, Secondary Summer School 766

VII-B-6 Raw Score Distributions, Word and Paragraph, Junior High Summer School 767

VII-B-7 Raw Score Distributions, Arithmetic Fundamentals, Secondary Summer School 768

VII-B-8 Raw Score Distributions, Arithmetic Reasoning, Secondary Summer School 768

VII-C Non-Standardized Instruments

VII-C-1 Elementary Summer School Attendance Summary 769

VII-C-2 Teacher Evaluation of Elementary Summer School 770

VII-C-3 Teacher Aide Evaluation of Elementary Summer School 774

VII-C-4 Parent Evaluation of Elementary Summer School 776

VII-C-5 Student Evaluation of Elementary Summer School 777

VII-C-6 Cultural Enrichment Excursions, Elementary Summer School 780

VII-C-7 Department of Health Services Summer School Report 782

VII-C-8	Secondary Summer School Attendance Summary	783
VII-C-9	Teacher Evaluation of Secondary Summer School	784
VII-C-10	Cultural Enrichment Excursions, Secondary Summer School	786
VII-C-11	Cultural Enrichment On-Site Activities, Secondary Summer School	786
VII-C-12	Elementary Teachers' Workshop Evaluation Sheet	787
VII-C-13	Secondary Teachers' Workshop Evaluation Sheet	789
VII-C-14	Teacher Aides' Workshop Evaluation Sheet	791
VII-C-15	Special Events Evaluation Sheet, Summer Workshop	793
VII-C-16	Special Events Synopses, Summer Workshop	795
VII-C-17	Excerpts from Fifth Grade Course of Study	797
VII-C-18	Excerpts from Eighth Grade Course of Study	799
VII-C-19	Outline for Negro Culture Course	801
VII-C-20	Outline for Ninth Grade Vocational Guidance Unit	805

APPENDIX VII-A-1

RETURN by August 1, 1967 to:

District Code: 01 170

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Elementary School Summer Program

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (MM DD YY): 06 26 67

Ending Date (MM DD YY): 07 28 67

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled		
	Public	Non-Public	
Ungraded special education	69		
K	428		**
1	576		**
2	483	33	
3	450	43	
4	365	30	
5	343		**
6			
7			
8			
9			
10			
11			
12			
Total	2714	106	
Adults			

** No information available as to number of kindergarten, 1st, and 5th grade non-public school students.

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 1 5 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 1
3b. 3 2
3c. 3 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. 0 7 0 1

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. 3 3
5b. 1 4
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. 0 5 0 4

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. 5 2
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 3
0
8b. ~~0~~
8c. —

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

9a. 0 1
9b. 1 4
9c. 1 3

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 2 1 1

Indicate the form of the test 10b. Y

and the level of the test 10c. Prim II

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:

11a. N. A.

11b. N. A.

11c. N. A.

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. N. A.

13. What was the total cost encumbered for your major activity? 13. $194,275

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX VII-A-2

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Secondary School Summer Program

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date (M M D D Y Y): 0 6 2 6 6 7

Ending Date (M M D D Y Y): 0 8 0 4 6 7

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level as of June '67	Number Enrolled * Public	Number Enrolled * Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6	281	
7	196	
8	109	
9	58	
10	58	
11	54	
12		
Total	756	50*
Adults		

* June 30

* Information not available. Number given is estimate

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project:

2. 1 5 0 1

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:

3a. 1 1
3b. 3 2
3c. 3 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7:

4. 0 7 0 1

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:

5a. 3 3
5b. 1 4
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7:

6. 0 5 0 4

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:

7a. 5 2
7b. N A
7c. N A

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

8a. 3
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:

9a. 0 1
9b. 1 4
9c. 1 3

12

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. 2 0 2

Indicate the form of the test 10b. Y

and the level of the test 10c. Jr. High

211
Y
Intermediate

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used:
11a. NA
11b. NA
11c. NA

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. NA

13. What was the total cost encumbered for your major activity? 13. $77,495

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

RETURN by August 1, 1967 to:

District Code: 0 1 1 7 0

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Teacher's Workshop

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date					
0	6	2	6	6	7
M	M	D	D	Y	Y

Ending Date					
0	7	2	1	6	7
M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Total		
Adults	*138	

* Oakland Teachers

District Code: | 0 | 1 | | 1 | 7 | 0 |

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 1 1 0 2

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 6 4
3b. _ _
3c. _ _

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. _ _ _ _

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. _ _
5b. _ _
5c. _ _

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. _ _ _ _

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. _ _
7b. _ _
7c. _ _

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. _
8b. _
8c. _

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. 1 4
9b. _ _
9c. _ _

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: 10a. — — —

Indicate the form of the test 10b. _____

and the level of the test 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: 11a. _____

11b. _____

11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: 12. _____

13. What was the total cost encumbered for your major activity? 13. $24,360

14. What was the total cost encumbered for your secondary activity? 14. $_____

15. What was the total cost encumbered for your tertiary activity? 15. $_____

APPENDIX VII-A-4

RETURN by August 1, 1967 to:

District Code: | 0 | 1 | | 1 | 7 | 0 |

California State Department of Education
Director of Compensatory Education
Evaluation Unit
721 Capitol Mall
Sacramento, California 95814

ANNUAL EVALUATION REPORT

PROJECT INFORMATION

Elementary and Secondary Education Act of 1965, Title I
Public Law 89-10

Project Title: Curriculum and Vocational Guidance Materials Development Project

Was this a cooperative project of two or more LEA's?

Yes [ ] No [X]

Beginning Date

0	6	2	6	6	7
M	M	D	D	Y	Y

Ending Date

0	7	2	8	6	7
M	M	D	D	Y	Y

1. Indicate the grade level and the number of students and adults participating in this project:

Grade Level	Number Enrolled	
	Public	Non-Public
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Total		
Adults	40	

District Code: 0 1 | 1 7 0

2. From the code list in the instructions manual, page 7, enter the code number of the major activity of this project: 2. 0 2 0 5

3. From the code list in the instructions manual, page 8, enter the code number of the objectives of the major activity:
3a. 1 2
3b. 3 1
3c. 4 4

4. If there was a secondary activity related to the major activity, enter the code number as found in the instructions manual, page 7: 4. — — — —

5. From the code list in the instructions manual, page 8, enter the code number of the objectives of the secondary activity:
5a. — —
5b. — —
5c. — —

6. If there was a third activity related to the major activity, enter the code number as found in the instructions manual, page 7: 6. — — — —

7. From the code list in the instructions manual, page 8, enter the code number of the objectives of the third activity:
7a. — —
7b. — —
7c. — —

8. From the code list in the instructions manual, page 9, enter the code number of the research design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
8a. N/A
8b. —
8c. —

9. From the code list in the instructions manual, page 9, enter the code number of the measurement design used for the (a) major activity, (b) secondary activity, and (c) tertiary activity in this project:
9a. N / A
9b. — —
9c. — —

District Code: | 0 | 1 | | 1 | 7 | 0 |

10. From the code list in the instructions manual, pages 9 and 10, enter the code number of the standardized test used in this project: — 10a. N / A

Indicate the form of the test — 10b. _____

and the level of the test — 10c. _____

11. If the code list does not identify the standardized test used in this project, then indicate the test, form and level used: — 11a. _____ 11b. _____ 11c. _____

12. If your project was conducted exclusively after school or on Saturdays, indicate the number of children participating: — 12. _____

13. What was the total cost encumbered for your major activity? — 13. $30,040

14. What was the total cost encumbered for your secondary activity? — 14. $_____

15. What was the total cost encumbered for your tertiary activity? — 15. $_____

RAW SCORE DISTRIBUTIONS FOR STANFORD READING TEST - PRIMARY II, FORM W AND Y

GRADE 2 ESEA ELEMENTARY SUMMER SCHOOL - 1967

WORD MEANING			
RAW SCORE INTERVAL	PRE-TEST FORM W f	POST-TEST FORM Y f	DIFFS.
35-36		3	
33-34		1	
31-32		1	
29-30	1	5	
27-28	6	10	
25-26	8	11	
23-24	11	8	
21-22	20	16	
19-20	22	10	
17-18	21	28	
15-16	44	34	
13-14	49	52	
11-12	48	47	
9-10	36	47	
7-8	45	47	
5-6	21	33	
3-4	26	15	
1-2	18	8	
N	376	376	
Q3	16.7 ± 2.7	17.0 ± 2.7	0
Md	12.8 ± 2.2	12.3 ± 2.2	0
Q1	8.3 ± 1.8	8.6 ± 1.8	0

PARAGRAPH MEANING			
RAW SCORE INTERVAL	PRE-TEST FORM W f	POST-TEST FORM Y f	DIFFS.
49-50		2	
47-48	2	2	
45-46	2	1	
43-44		4	
41-42	3	6	
39-40	9	4	
37-38	4	7	
35-36	7	4	
33-34	9	10	
31-32	16	11	
29-30	21	12	
27-28	13	14	
25-26	17	14	
23-24	24	13	
21-22	13	12	
19-20	23	22	
17-18	26	21	
15-16	36	37	
13-14	32	45	
11-12	31	31	
9-10	31	37	
7-8	19	21	
5-6	11	15	
3-4	10	16	
1-2	5	5	
N	364	364	
Q3	26.4 ± 2.5	24.7 ± 2.6	+.1
Md	17.5 ± 2.0	15.6 ± 2.0	0
Q1	12.1 ± 1.7	10.9 ± 1.7	0

GRADE 3 ESEA ELEMENTARY SUMMER SCHOOL - 1967

WORD MEANING			
RAW SCORE INTERVAL	PRE-TEST FORM X f	POST-TEST FORM Y f	DIFFS.
49-50		2	
47-48			
45-46		2	
43-44		3	
41-42		1	
39-40		9	
37-38		3	
35-36	1	1	
33-34	2	2	
31-32	10	2	
29-30	13	14	
27-28	21	11	
25-26	24	21	
23-24	28	17	
21-22	35	26	
19-20	36	33	
17-18	36	37	
15-16	42	48	
13-14	30	37	
11-12	25	34	
9-10	17	22	
7-8	17	9	
5-6	5	5	
3-4	4	7	
1-2			
N	346	346	
Q3	24.1 ± 3.6	23.2 ± 3.3	-.3
Md	18.9 ± 2.9	17.6 ± 2.8	-.1
Q1	14.0 ± 2.5	13.9 ± 2.5	0

PARAGRAPH MEANING			
RAW SCORE INTERVAL	PRE-TEST FORM X f	POST-TEST FORM Y f	DIFFS.
55-56	2	1	
53-54	1	3	
51-52	5	5	
49-50	11	3	
47-48	16	13	
45-46	6	6	
43-44	13	8	
41-42	16	12	
39-40	22	7	
37-38	13	13	
35-36	16	20	
33-34	21	14	
31-32	17	23	
29-30	24	20	
27-28	19	26	
25-26	21	16	
23-24	27	20	
21-22	22	19	
19-20	13	20	
17-18	15	17	
15-16	14	24	
13-14	10	18	
11-12	5	7	
9-10	6	10	
7-8	1	9	
5-6	1	3	
3-4	1	1	
1-2			
N	338	338	
Q3	39.5 ± 3.3	35.9 ± 3.1	-.2
Md	30.2 ± 2.8	27.3 ± 2.7	-.1
Q1	22.5 ± 2.4	18.4 ± 2.1	-.3

RAW SCORE DISTRIBUTIONS FOR METROPOLITAN READING TEST, FORM A AND B - ESEA ELEMENTARY SUMMER SCHOOL - 1967

GRADE 4

WORD KNOWLEDGE					
Raw Score Interval	Pre-Test Form A f		Post-Test Form B f		Diffs.
49-50	0		1		
47-48	1		0		
45-46	1		1		
43-44	6		4		
41-42	6		5		
39-40	5		7		
37-38	7		16		
35-36	8		15		
33-34	19		14		
31-32	10		10		
29-30	9		18		
27-28	19		12		
25-26	14		16		
23-24	15		17		
21-22	24		18		
19-20	28		18		
17-18	21		12		
15-16	18		19		
13-14	14		12		
11-12	12		12		
9-10	2		7		
7-8	0		3		
5-6	2		2		
3-4	1		0		
1-2	0		1		
N	240	G.E.	240	G.E.	
Q3	32.1	4.7	33.4	4.7	0
Mdn	23.0	3.6	24.9	3.7	+.1
Q1	17.8	3.2	17.7	3.1	-.1

PARAGRAPH MEANING					
Raw Score Interval	Pre-Test Form A f		Post-Test Form B f		Diffs.
43-44	1		0		
41-42	1		1		
39-40	1		1		
37-38	3		4		
35-36	3		12		
33-34	8		6		
31-32	16		[illegible]		
29-30	11		13		
27-28	17		9		
25-26	24		15		
23-24	17		21		
21-22	20		25		
19-20	21		27		
17-18	24		28		
15-16	20		31		
13-14	27		19		
11-12	18		11		
9-10	16		12		
7-8	2		5		
5-6	0		5		
3-4	0		2		
1-2	0		0		
N	252	G.E.	252	G.E.	
Q3	26.8	4.5	25.6	4.1	-.4
Mdn	20.5	3.6	19.9	3.5	-.1
Q1	14.8	3.2	15.6	3.0	-.2

Raw Score Distributions for the Arithmetic Fundamentals and Arithmetic Reasoning Sub-tests of the Cat Junior High Battery Forms W & Y for Program Participants in the OPS ESEA Junior High and Senior High Summer School Program, 1967

Reading Vocabulary				
Raw Score Intervals	Grades 7-8		Grades 10-11	
	Pre-Test Form W	Post-Test Form Y	Pre-Test Form W	Post-Test Form Y
56-57	1	-	-	-
50-51	1	1	1	-
48-49	4	1	2	1
46-47	3	3	1	1
44-45	-	2	1	2
42-43	5	3	-	2
40-41	4	3	5	2
38-39	4	2	2	2
36-37	7	5	4	1
34-35	5	10	-	4
32-33	6	7	1	2
30-31	10	8	2	2
28-29	15	12	3	5
26-27	11	10	3	2
24-25	7	8	2	-
22-23	9	7	2	-
20-21	6	3	-	2
18-19	4	6	1	2
16-17	6	8	-	-
14-15	5	6	-	1
12-13	3	7	1	-
10-11	4	5	-	-
8-9	1	3	-	-
6-7	1	2	-	-
N	122	122	31	31
Q3	35.4	33.9	40.9	40.3
Md	28.5	27.2	36.3	33.5
Q1	22.1	17.9	27.2	28.3

Reading Comprehension				
Raw Score Intervals	Grades 7-8		Grades 10-11	
	Pre-Test Form W	Post-Test Form Y	Pre-Test Form W	Post-Test Form Y
74-75	-	-	1	-
71-73	-	1	1	-
68-70	1	1	-	1
65-67	1	2	1	1
62-64	2	3	-	3
59-61	2	4	-	-
56-58	4	4	2	1
53-55	3	5	2	2
50-52	8	10	2	1
47-49	6	4	-	4
44-46	3	5	2	2
41-43	11	8	4	1
38-40	7	11	2	2
35-37	10	14	1	1
32-34	15	9	2	2
29-31	16	12	5	3
26-28	11	9	-	2
23-25	11	4	2	1
20-22	6	9	-	-
17-19	2	4	-	-
14-16	1	2	-	-
11-13	2	-	-	-
8-10	-	-	-	-
5-7	-	1	-	-
N	122	122	27	27
Q3	43.9	49.6	53.4	54.9
Md	34.4	37.4	42.1	46.3
Q1	28.3	29.4	31.9	33.1

Raw Score Distributions for 6th Grade on the Word Meaning and Paragraph Meaning Sub-Tests of the Stanford Reading Test, Intermediate Level Forms X and Y for ESEA Junior High Summer School OPS Summer, 1967

Raw Score Intervals	Word Mean. Pre-Test Form X	Word Mean. Post-Test Form Y
-	-	-
-	-	-
-	-	-
-	-	-
42-44	-	1
39-41	3	1
36-38	1	-
33-35	-	1
30-32	6	7
27-29	8	12
24-26	18	12
21-23	18	11
18-20	11	16
15-17	15	18
12-14	16	20
9-11	14	14
6-8	10	5
3-5	4	6
N	124	124
Q3	25.0	24.8
Md	18.6	17.9
Q1	12.5	12.8

Raw Score Intervals	Para. Mean. Pre-Test Form X	Para. Mean. Post-Test Form Y
54-56	-	1
51-53	-	1
48-50	1	1
45-47	3	1
42-44	1	1
39-41	3	3
36-38	6	10
33-35	6	10
30-32	15	10
27-29	15	8
24-26	9	20
21-23	13	7
18-20	14	18
15-17	17	8
12-14	11	16
9-11	5	7
6-8	4	2
3-5	1	-
N	124	124
Q3	31.0	30.9
Md	23.3	24.6
Q1	17.0	17.0

Raw Score Distributions for the Arithmetic Fundamentals and Arithmetic Reasoning Sub-Tests of the CAT Junior High Battery Forms W & Y for Program Participants in the OPS ESEA Junior High and Senior High Summer School Program, 1967

Arithmetic Fundamentals				
Raw Score Intervals	Grades 7-8		Grades 10-11	
	Pre-Test Form W	Post-Test Form Y	Pre-Test Form W	Post-Test Form Y
78-80	-	1	-	-
69-71	-	1	-	-
66-68	-	2	-	-
63-65	-	1	-	1
60-62	-	3	-	-
54-56	-	-	1	-
51-53	1	1	1	-
48-50	3	8	-	2
45-47	2	6	-	2
42-44	5	2	1	-
39-41	5	4	1	2
36-38	11	4	-	1
33-35	8	8	3	1
30-32	9	8	1	2
27-29	13	9	3	1
24-26	20	16	-	-
21-23	16	6	-	-
18-20	9	11	-	-
15-17	1	8	-	-
12-14	3	4	-	-
9-11	2	4	-	-
6-8	-	1	-	-
N	108	108	12	12
Q3	36.0	40.5	48.0	48.0
Md	27.7	28.3	35.0	40.5
Q1	23.3	20.7	30.0	33.0

Arithmetic Reasoning				
Raw Score Intervals	Grades 7-8		Grades 10-11	
	Pre-Test Form W	Post-Test Form Y	Pre-Test Form W	Post-Test Form Y
54-55	-	1	-	-
52-53	1	1	-	-
50-51	-	2	-	-
48-49	-	2	-	-
46-47	2	-	-	-
40-41	2	1	1	-
38-39	1	1	-	2
36-37	-	4	1	-
34-35	2	-	-	-
32-33	-	2	-	2
30-31	6	5	-	1
28-29	6	9	-	2
26-27	7	8	1	1
24-25	3	5	4	-
22-23	11	8	-	1
20-21	17	17	1	1
18-19	18	17	1	1
16-17	7	3	2	-
14-15	9	7	-	1
12-13	9	11	1	-
10-11	5	4	-	-
8-9	3	1	-	-
N	109	109	12	12
Q3	25.8	28.2	26.0	33.0
Md	20.4	21.4	24.5	29.0
Q1	16.4	18.1	18.0	22.0

Elementary Summer School Attendance Summary, 1967

School	6/26 1st Day	6/30 5th Day	7/14 End 3rd Week	7/28 Last Day	Percent of Enrollees as of 6/30 Who Completed Session
Bunche	148	148	139	136	92%
Clawson	182	197	194	190	96%
Cole	184	189	183	175	93%
Durant	306	337	320	320	95%
Highland	351	413	404	394	95%
Lafayette	209	257	254	254	99%
Lazear	229	249	242	237	95%
Lockwood	494	596	575	548	92%
Prescott	214	233	225	217	93%
Willow Manor	114	136	134	124	91%
Woodland	205	245	235	225	92%
Total	2,636	3,000	2,905	2,820	94%

OAKLAND PUBLIC SCHOOLS
Research Department

APPENDIX VII-C-2

TEACHER'S EVALUATION OF SUMMER SCHOOL PROGRAMS, 1967

1. At what grade level did you teach in summer school? _____ grade

   If departmentalized, what were your areas of teaching or activity responsibilities?

   _____

   _____

   _____

2. For each of the general objectives of summer school, please indicate your rating of the results which were actually achieved with the majority of the students.

	Distinctive Positive Results	Satisfactory Results	Moderate Results	No Results Evident
1. Improvements in academic subjects				
2. Increased motivation for learning				
3. Improvements in study habits				
4. Increased self-confidence				

3. Please cite two or three features of this year's summer school operation that helped you most to do effective work with the children. - **184 responses**
   Availability of AV equip. 63-34%, Small classes 56-30%, Availability of equip. and materials 50-27%, Excursions and trips 48-26%, Teacher aides 42-23%, Resource persons and specialists-art, music, science, etc., 40-21%, Cooperation and help of principal and admin. assts., 26-14%, sharing ideas with faculty, 25-14%, Library and Librarian, 23-12%, Flexible program, 21-11%, Innovative opportunities, 19-10%, Enrichment assemblies, 19-10%, High motivation of students, 15-8%, Good school atmosphere (relaxed), 13-7%, Nutrition program, 13-7%, Availability of funds, 10-5%, Departmentalization, 8-4%, Decrease in clerical duties, 8-4%, Neighborhood Youth Corps helpers, 7-4%, Nurse, 5-3%, ESEA curriculum coordinator, 5-3%

4. What problems were there in this year's operation that may have limited the effectiveness of your work with children?

   "No problems!", 70-38%, Supplies arrived late, 25-14%, Poor attendance, 23-12%, Not enough time, 20-11%, Too wide a range of abilities and skills, 9-5%, Behavior problems, 7-4%, Curriculum too wide, 6-3%, Working time of aides, too short, 5-3%, Forty-minute elective period, too short, 3-2%.

   _____

   _____

Responses to Questions 5, 6, and 7

Innovative Approaches used		Effective	Not/eff.	Use again	Not use again
Overhead projector	18	18		17	1
Audio-visual aids	13	13		12	1
Tape recorder & listening post	11	11		11	
Individualize reading progress	11	11		9	2
Taught lessons in form of games	8	8		7	1
Individualized instruction	6	6		3	3
Record and film strips	8	8		8	
Creative dramatics	5	5		3	
Language experience	5	5		4	
Language master	4	2	2	3	1
Homemaking	7	6	1	5	2
Controlled reader	3	3		3	
Writing own stories	3	3		3	
Sounds & patterns of language	3	3		3	
Team teaching	4	4		3	1
Exercises in listening skills	3	3		3	
Math workshop	3	3		3	
Individual math program	3	2	1	3	
Use of newspapers	3	2	1	2	1
Chandler reading series	2	2		2	
Cuisenaire rods	2	1	1	1	1
Phonograph records	2	2		2	
Children work at own pace	2	2		2	
Self aid materials for seat work	2	2		2	
Use of activity room	2	2		2	
Inquiry approach	2	2		2	
Silent approach to teaching math	2	2		2	
Miscellaneous	50	43	7	36	14

(20 Durant Teachers)

Tape Recorder	14
Lang. master	9
TV camera	1
Thermofax	6
Overhead proj.	3
Film strips	1

Responses to Question 9 and 10

Type of Activity or Trip	Question 9 - Which cultural enrichment activity or trip do you feel was of most value?		Question 10 - Which cultural enrichment act. or trip do you feel was enjoyed most by your pupils?	
	Number	Percent	Number	Percent
Fine Arts	28	17%	22	13%
Business, Industry, Government	8	5%	8	5%
Science and Historical	50	31%	41	24%
Recreational/ Instructional and Community Oriented	61	36%	81	48%
Schools and Colleges	4	2%	1	1%
All of the events	4	2%	6	4%
None of the events	1	1%	0	0%
Did not respond to the item	11	6%	10	5%
Total	169	100%	169	100%

Responses to question 11, "What do you feel was the overall value of the cultural enrichment program?"

	Number	Percent
Broadened the youngsters' experiences.	54	32%
Very effective, useful, beneficial, informative, etc.	30	18%
Motivated youngsters' in the classroom.	21	12%
Enlarged youngsters' awareness of the community.	20	12%
Provided group travel experiences.	5	3%
Other comments.	28	17%
Did not respond to the item.	11	6%
TOTAL	169	100%

OAKLAND PUBLIC SCHOOLS
Research Department
July, 1967

ESEA SUMMER SCHOOL TEACHER AIDES AND HELPERS EVALUATION

1. Please check if you are a 125 Teacher Aide or ___ NYC Teacher Helper

2. At what grade level did you assist? _____

3. During the summer session to what extent do you feel the pupils you worked with showed improvement in the following areas?

	Great Improvement	Satisfactory Improvement	Slight Improvement	No Improvement
Academic Work				
Creative Work				
Behavior				
Self-Confidence				

4. What effect did the Nutritional Program have upon the pupils? Enjoyed it, 38-30%; Provided nutrition for those who came without breakfast, 28-22%. Good effect, 17-14%. Made children energetic, 10-8%, Motivated attendance, 5-4%. Relaxed children, 4-3%. Miscellaneous comments, 11-9%. Did not respond to item, 12-10%.

5. Which cultural enrichment activity or trip do you feel was of most value?

_____

6. Which cultural enrichment activity or trip do you feel was enjoyed most by the pupils? _____

7. Please list what you feel to be the two or three most successful parts of this summer school? Trips 79, Snacks 26, Reading 25, Assemblies 24, Math 12, Art 10, Organization 7, Writing 7, Small classes 7, Flexible schedule 6, Good teacher attitude 5, Cooking 5, Science 4, Sewing 3, Music 3, Typing 3, Student behavior 3, Film strip projector 3, Other comments 16.

8. Please list any suggestions you may have that would help us improve summer school next year. More working hours for teacher aides 13, More assemblies and trips 12, Longer summer school 7, More orange juice 3, More discipline 3, miscellaneous comments 24.

_____

_____

WBW:rr
7-21-67

Responses to Questions 5 & 6

Type of Activity or Trip	Question 5. Which cultural enrichment activity or trip do you feel was of most value?		Question 6. Which cultural enrichment activity or trip do you feel was enjoyed most by the pupils?	
	N	%	N	%
Fine arts	14	11	19	15
Business, industry, government	7	6	9	7
Science and historical	50	40	37	29
Recreational instructional and community oriented	43	34	55	44
Schools & colleges	2	2	2	2
All of the events	1	1	2	2
Did not respond to this item	8	6	1	1
Total	125	100	5	100

OAKLAND PUBLIC SCHOOLS
RESEARCH DEPARTMENT

APPENDIX VII-C-4

PARENT EVALUATION OF SUMMER SCHOOL, 1967
(ESEA)

DIRECTIONS:

WE WANT TO KNOW WHAT YOU THINK AND HOW YOU FEEL ABOUT YOUR SON'S OR DAUGHTER'S BEING IN THE SUMMER SCHOOL THIS YEAR. PLEASE ANSWER THE QUESTIONS AND ASK YOUR SON OR DAUGHTER TO TAKE THIS FORM TO SCHOOL TOMORROW IN THE ENVELOPE PROVIDED.

A. PLEASE CHECK (✓) BOY 324 OR GIRL 381 FOR YOUR CHILD. DID NOT SIGNIFY 13

B. PLEASE CIRCLE THE GRADE YOUR CHILD COMPLETED IN JUNE, 1967. K (76) 1 (120), 2 (115), 3 (120), 4 (93), 5 (81). DID NOT SIGNIFY (79)

C. FOR EACH ITEM, PLEASE CHECK (✓) IN FRONT OF THE WORDS THAT TELL MOST NEARLY HOW YOU FEEL AND THINK ABOUT THE PROGRAM.

1. ABOUT READING AT HOME, MY CHILD: N= 527

A. [196] READS MUCH MORE NOW	B. [196] READS A LITTLE MORE NOW	C. [119] READS ABOUT THE SAME AMOUNT NOW	D. [11] READS A LITTLE LESS NOW	E. [3] READS MUCH LESS NOW	
37%	38%	22%	2%	1%	100%

2. COMPARED TO SCHOOL LAST WINTER, MY CHILD: N=539

A. [339] LIKES SUMMER SCHOOL MUCH BETTER	B. [93] LIKES SUMMER SCHOOL A LITTLE MORE	C. [95] LIKES SUMMER SCHOOL ABOUT THE SAME	D. [11] LIKES SUMMER SCHOOL A LITTLE LESS	E. [1] LIKES SUMMER SCHOOL MUCH LESS	
63%	17%	18%	2%	-	100%

3. IN WORKING WITH NUMBERS MY CHILD: N=533

A. [239] SEEMS TO WORK WITH THEM MUCH BETTER NOW	B. [192] SEEMS TO WORK WITH THEM A LITTLE BETTER NOW	C. [101] SEEMS TO WORK WITH THEM ABOUT THE SAME NOW	D. [2] SEEMS TO WORK A LITTLE MORE POORLY NOW	E. [0] SEEMS TO WORK MUCH MORE POORLY	
45%	36%	19%	-	-	100%

4. COMPARED TO YEARS WHEN MY CHILD DID NOT GO TO SUMMER SCHOOL, THIS YEAR HE OR SHE: N= 485

A. [267] GOT ALONG MUCH BETTER WITH OTHER PEOPLE	B. [119] GOT ALONG A LITTLE BETTER WITH OTHER PEOPLE	C. [99] GOT ALONG ABOUT THE SAME WITH OTHER PEOPLE	D. [0] GOT ALONG A LITTLE WORSE WITH OTHER PEOPLE	E. [0] GOT ALONG MUCH WORSE WITH OTHER PEOPLE	
55%	25%	20%	-	-	100%

5. COMPARED TO LAST SCHOOL YEAR, MY CHILD IS: N= 524

A. [332] NOW INTERESTED IN MANY MORE THINGS	B. [143] NOW INTERESTED IN A FEW MORE THINGS	C. [46] ABOUT THE SAME INTERESTS AS BEFORE	D. [3] NOW INTERESTED IN A FEW LESS THINGS	E. [0] NOW INTERESTED IN MANY LESS THINGS	
63%	27%	9%	1%	-	100%

D. IF FUNDS ARE AVAILABLE FOR A SUMMER PROGRAM NEXT YEAR, WOULD YOU BE INTERESTED IN HAVING YOUR CHILD ATTEND AGAIN?

[477] YES (98%) [10] NO (2%) N= 487 100%

E. IN WHAT WAY HAS SUMMER SCHOOL HELPED YOUR CHILD? _____

F. IN WHAT WAYS COULD SUMMER SCHOOL BE IMPROVED? _____

G. FURTHER COMMENTS: _____

WBW:sj
7/19/67

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY STUDENT EVALUATION OF ESEA SUMMER SCHOOL -555 responses

We are asking for your ideas and suggestions for improving summer school next year.

A. Please check if you are a BOY 242 or GIRL 313

B. Check the grade level you just completed in June, 1967. 4 269 5 286

C. How much did you like coming to summer school?

Very much	It was all right	Not very much	Not at all
364 66%	147 26%	23 4%	21 4%

D. Would you be interested in coming to summer school again next year?

Yes 379 No 164*

**E. What three things have you liked most about summer school?

1. _____

2. _____

3. _____

F. What three things have you liked least?

1. _____

2. _____

3. _____

G. What new things (classes, programs not given during the regular school year) did you really like this summer?

_____

_____

_____

H. What things about summer school do you think should be changed to make it better?

_____

_____

_____

_____

* Includes 95 fifth graders whose reason for marking "no" could be that they hope to attend summer school at a junior high next year.

WBW:rr
7-17-67

** A ten per cent random sample was taken of the 555 open-ended responses. The sample includes 30 fourth graders and 30 fifth graders.

Responses to question E, "What three things have you liked most about summer school?"

1. Curriculum areas favorably mentioned

	Responses
Reading	18
Art	16
Baseball-recess	9
Drama	7
Math-arithmetic	7
Music-rhythms	7
Spelling	5
Swimming	5
Geography	4
Science	4
Cooking	3
Typing	3
Listening	2
Dancing	1
French	1
Negro history	1
Writing	1
	94

2. Special areas related to organization and materials

Trips	25
Snacks	12
Departmentalization	8
Assemblies	6
Films	6
Work	3
Library	2
Overhead Projector	2
SRA	2
Taking Pictures	1
	67

3. Personnel

Teachers	5
Making friends	3
Principal	1
The class	1
	10

Miscellaneous comments	4
Total comments	175

Responses to question F, "What three things have you liked least?"

1. Curriculum areas mentioned unfavorably

	responses
Math-arithmetic	13
Music-rhythms	6
Reading	6
Art	5
Science	4
Social studies	3
Drama	2
Homemaking	2
PE	2
Spelling	1
Typing	1
Writing	1
	46

2. Special areas related to organization and materials mentioned unfavorably

Assemblies	5
Snacks	5
Trips	5
Books	2
Recess too short	2
SRA	2
Maps	1
School day too short	1
Snakes	1
Work	1
Sitting down	1
	26

3. General features mentioned unfavorably

Fights	2
Bad children	1
Teachers	1
	4

4. Didn't like anything	1
5. Miscellaneous coments	3
Total unfavorable comments	80
Stated, "Nothing" or no unfavorable comments	13
Number not responding to the item	6

Cultural Enrichment Excursions

Fine Arts	Participants
Dr. Seuss Exhibit - Lytton Savings and Loans	39
Puppets - Lytton Savings and Loans	34
Ballet	18
Legion of Honor - San Francisco	65
	156

Business, Industry and Government	
Coca Cola Plant	19
KNEW Radio Station	18
Oakland Airport	79
Traffic Review	43
Continental Bakery	123
Police Department	18
SPCA	58
Leslie Salt Co.	37
Bureau of Weights and Measures	43
Neldan's Bakery	85
Lytton's Savings and Loans Co.	17
World Airways	18
Stornella's Dairy	32
KFOG - Ghirardelli Square, San Francisco	44
	634

Science and Historical	
Tilden Nature Walk	503
Three Bridge Tour	71
Harbor Tour	501
San Francisco Aquarium	408
San Francisco Presidio	47
Chinatown	16
Neptune Beach	89
Rotary Science	40
U.C. Lowie Museum	156
Wells Fargo Museum	18
Muir Woods	166
Berkeley Marina	18
Cronkhite Beach	60
Harrison R.R. Park	60
U.C. Tour - Botanical Gardens	94
Moss Beach	51
Chabot Science Center	35
	2333

Cultural Enrichment Excursions

Recreational/Instructional

"Snow White"	553
Swimming	1450
Roberts Park	16
Children's Fairyland	586
Alameda County Fair	684
Ming Gardens Chinese Restaurant	134
Sambo's Pancake House	163
Piper's Restaurant	109
Giants Baseball Game	60
Golden Gate Park	60
Diamond Park	40
San Francisco Zoo	160
Knowland Park Zoo and Baby Zoo	371
Lakeside Park	135
International Pancake House	13
Angel Island	60
Chabot Park Camping Trip	124
Joaquin Miller Park	250
"Alice in Wonderland"	250
	5218

Schools and Colleges

University of California	30
Total Cultural Enrichment Excursions	8371

Cultural Enrichment On-site Activities

Berkeley Puppeteers	1,145 at 5 schools
Oakland Metropolitan Ballet	1,013 at 4 schools
Rosalie Sorrales, folk singer	560 at 2 schools
Rey Sebastian, poet	410 at 1 school
Berkeley Folk Singers	266 at 2 schools
Polynesian Cultural Group	50 at 1 school
	3,444 at 15 schools

OAKLAND PUBLIC SCHOOLS
Division of Special Services
Department of Health Services

APPENDIX VII-C-7

E.S.E.A. SUMMER SCHOOL REPORT

School_____ Date_____

1. Total Enrollment _____

2. Total Number of Nursing Services to Individual Students _____

Defect Follow-up	No.	Parent Contact				Source of Care							Not Examined Because -					
		TC	HV	N	C	1	2	3	4	5	6	7	1	2	3	4	5	6
Hearing Defect - New	2	1			1	1						1						
Follow-up on Hearing Defect - known defect	20	1	6	10		1												
Vision Defect - New	30	15	6															
Follow-up on Vision Defect - known defect	74	27	23	5	18	8	7	3	1	33	1			1		1	1	
Dental Defects	64	4	6	35	3	3		9			19			3	25	3	30	
Inadequate Immunization	10	6	7	3			1	1	9					1			1	
Contacts Regarding Family (Health, social, financial, etc.)	34	19	24		1			2				26	1				5	
Other Defects - New	28	18	13		10	3	2	4	1		11							
Other Defects - Old	32	18	12		12	14	7	7		1	5							
Crippled Children Services - New	2	2		1					2									
Crippled Children Services - Old	16	3	4	7	2		1		11					1			2	
TOTAL	302	114	101	61	47	30	18	26	24	34	36	27	1	6	25	4	39	

CODES

1. Parent Contacts

T.C. - Telephone Call
H.V. - Home Visit
N. - Written Communication
C. - Conference at School

2. Source of Care

1. Private Physician or Dentist
2. Kaiser
3. Clinic (Include, CHMC, UC, Military)
4. Alameda County Health Department
5. Children's Vision Center
6. Medicare
7. Other

3. Not Examined Because -

1. Moved
2. Not Motivated
3. Made No Referral
4. Financial
5. Time too Limited
6. Other

MO:hes
6-12-67

APPENDIX VII C-8

ESEA SUMMER SCHOOL ENROLLMENT

	7th	8th	9th	Total
Havenscourt:				
First Day-	86	66	20	172
End First Week-	108	86	37	231
End Third Week-	101	84	36	221
Last Day of Summer School-				194
Hoover:				
First Day-	59	38	12	109
End of First Week-	83	43	27	153
End of Third Week-	78	40	23	141
Last Day of Summer School-				126
Lowell:				
First day-	80	63	39	182
End of First Week-	90	67	45	202
End of Third Week-	84	68	48	200
Last Day-				158

McClymonds:	10th	11th	12th	
First Day-	52	44	41	137
End of First Week-	58	58	54	170
End of Third Week-	52	51	51	154
Last Day-				138

Teacher's Evaluation of Secondary Summer School, 1967- Page 2
Form ESEA

6. Please cite the features of this year's program that helped you the most to do effective work with your students.

Small classes - 17 | Good supply of materials - 6

Teacher aides - 7 | Long periods - 3

Good administration - 6 | Audio-visual equipment - 3

7. Please indicate the factors which may have limited the effectiveness of your work with children.

Long periods - 6

Lack of materials - 5

Poor attendance - 4

8. Please give a brief description of the enrichment activities (excursions, assemblies, etc.) in which your classes have participated during the summer.
(See list following)

a. Activities away from school site _____

b. Schoolwide activities _____

9. In general, how valuable do you find the enrichment activities were to your students as learning experiences?

Extremely Valuable	Quite Valuable	Somewhat Valuable	Little or No Value
9	15	2	0

10. Please comment on the instructional techniques that you found most effective.

Individualized help - 8

Controlled reader - 6

11. What instructional materials did you find most useful?

Audio-visual equipment - 10 | Sullivan readers - 3

Central-reader - 8

12. What suggestions do you have for improving Summer School next year?

Shorten periods - 12 | More reading teachers - 3

More varied courses - 7 | More supplies - 2

13. Do you feel that the free food provided between classes is of value? 28 Yes 1 No

(Explain) Need breakfast substitute - 12 | Should have more variety of food - 3
Need a break - 5

Senior High

Teacher's Evaluation of Secondary Summer School, 1967- Page 2
Form ESEA

6. Please cite the features of this year's program that helped you the most to do effective work with your students.

Small classes - 4

7. Please indicate the factors which may have limited the effectiveness of your work with children.

Long periods - 2

Lack of overall planning regarding goals - 2 methods - 2

Lack of student motivation - 2

8. Please give a brief description of the enrichment activities (excursions, assemblies, etc.) in which your classes have participated during the summer. (See list following)

a. Activities away from school site

b. Schoolwide activities

9. In general, how valuable do you find the enrichment activities were to your students as learning experiences?

Extremely Valuable	Quite Valuable	Somewhat Valuable	Little or No Value
3	3	2	0

10. Please comment on the instructional techniques that you found most effective.

No responses with a frequency over one

11. What instructional materials did you find most useful?

Audio-visual Equipment - 4 Text books - 2

Library - 2

12. What suggestions do you have for improving Summer School next year?

More overall planning regarding goals of program and methods to arrive at goals - 2

13. Do you feel that the free food provided between classes is of value? 6 Yes 0 No (Explain) Food is definitely needed - 5

Enrichment Excursions Taken by Secondary
Summer School Students

Excursion	No. of Groups	No. of Participants
Alameda County Fair	3	654
Harbor Tour	3	379
Bay Tour	1	47
Chabot Observatory	1	27
Ice Follies	1	89
Trip to Sacramento	1	32
Oakland Police Department Adm. Bldg.	1	30
Weather Station	1	36
Lowie Museum, University of California, Berkeley	1	61
Palace of Legion of Honor	1	24
Play "Our Town" Stanford University	1	3
Monterey and Carmel	1	74
Play University of Santa Clara	1	45
Total	17	1501

On-site Enrichment Activities Attended by Secondary Summer
School Students Enrichment Activities

Excursion	No. of Groups	No. of Participants
National Aeronautics Space Administration	2	351
"A Man for all Seasons" (movie)	1	30
"Nothing But a Man" (movie)	1	130
Oakland Metropolitan Ballet	1	224
Morrie Turner (Cartoonist)	1	56
Polynesian Dancers	1	198
"The Pit and the Pendulum" (movie)	1	190
"Ride a Pale Horse" (movie)	1	187
"A Tree Grows in Brooklin"(movie)	1	54
"The Flower Drum Song" (movie)	1	30
"Golden Fish" (movie)	1	25
"The Red Balloon" (movie)	1	25
"Germany" (movie)	1	40
Total	14	1540

Responses to questions 3 (Elementary Teachers' Workshop), "Please list two or three new methods or techniques you learned about that will be of value to you when you return to your classroom in the fall."

Remedial Reading Techniques - 43 responses	number	per cent
Use of audio-visual aides	17	39%
Exposed to many new materials	13	30%
Use of various types of motivational games	10	23%
Use of reading kits and programs	10	23%
Recognizing individual weaknesses	4	9%
Vocabulary building techniques	4	9%
Use of phonics book	4	9%
Bringing poetry into everyday use	3	7%
Grouping techniques	3	7%
Other	22	

Working with Children unable to Read the Textbook 32 responses		
Motivational use of audio-visual materials	19	59%
Use of motivational games	6	19%
Experience approach to reading	6	19%
Other	25	

Oral Language Development - 56 responses		
Various uses of creative dramatics	24	43%
Use of audio-visual machines and materials	12	21%
Use of puppets	11	20%
Use of new materials	9	16%
Use of various oral language programs and kits	8	14%
Motivational techniques and ideas	6	11%
Use of poetry	6	11%
Sounds and patterns of language	3	5%
Use of motivational games	3	5%

Motivation for Creative Writing - 35 responses		
"Brainstorming"	14	40%
Simple but attractive method of making a book	8	23%
General motivational techniques	7	20%
Uses of poetry	4	11%
Utilizing the cinquain	4	11%
Utilizing the squiggle	3	9%
Use of puppets	3	9%

Utilizing Newer Media of Instruction - 37 responses		
Learned to use many A-V machines and materials	14	38%
Made a tape for use in the fall	6	16%
Produced various materials for use in the fall	5	14%
Learned how to make and use transparencies	5	14%
Listening post ideas	4	11%

Uses of individual machines mentioned.

Tape recorder....9 - 24%	Overhead projector....8 - 22%
Tach X.....8 - 22%	Controlled reader.....7 - 19%

Developing Lessons with the Tape Recorder - 32 responses	number	per cent
Learned how to use the tape recorder	11	34%
Learned how to use tape with various subject areas	9	28%
Made a tape to be used with a less in the fall	9	28%
Uses of the listening post	4	13%

Individualized Reading - 27 responses		
Organizational of an individualized reading program	9	33%
Use of individualized reading as part of overall classroom program	7	26%
Mr. Harry Roux' resource presentation	5	19%

Mathematics - 41 responses		
Learned of and made motivational games	13	32%
Learned of and made various other teaching aids	12	29%
Hints in verbalizing math	8	19%
Teaching sets	7	17%
Learned of new math teaching approaches	5	12%
New homework ideas	5	12%
Ways to reinforce number concepts	3	7%
Manipulative techniques	3	7%

OAKLAND PUBLIC SCHOOLS
Research Department
Secondary Teachers' Workshop at Hamilton, Summer 1967

Please check (✓) the answers of your choice.

1. Did your workshop section help you to achieve the specific aims you had in mind when you enrolled in workshop?

[35] 87%	It definitely helped	[5] 13%	It helped somewhat	[0]	Doubtful if it helped	[0]	Did not help

2. Did your workshop section stimulate you to modify and/or extend these aims?

[38] 92%	Yes	[2] 8%	No

If you answered yes, did the workshop help you to achieve these new or broader aims?

[34] 90%	It definitely helped	[4] 10%	It helped somewhat	[0]	Doubtful if it helped	[0]	Did not help

3. In which of the following areas did your workshop experience provide you significant help? Please check (✓) any number you wish.

15 Reading in the Secondary School
27 Human Relations
15 Humanities
25 Instructional Media Audio Visual
11 Family Life Education
5 Math-Computers
16 Social Science, Negro Culture
15 Language Arts
6 Name Others: _____

_____

_____

_____

4. In which kind of group in the workshop did you gain the most?

[27]	Working on your own	[17]	Small groups	[20]	Special event speaker or other	[0]	Other, please specify below

_____

_____

5. Do you believe the workshop experience will help you in your classroom teaching next fall?

[35]	It definitely will help	[5]	It will help somewhat	[0]	Doubtful if it will help	[0]	Will not help

6. What do you consider to be the strengths of the workshop?

23 Special Events

21 Individual Project Approach

20 Opportunity to Share Ideas and Information

20 Availability of Resource and Audio-Visual Materials

7. What do you consider to be the weaknesses of the workshop?

12 Lack of Time for Individual Projects

7 Lack of Materials

7 Lack of Time for Speakers and Audience Questions

7 Inappropriate Announcements and Interruptions at Coffee Break

WT:lw
6-27-67

TEACHER AIDE SUMMER WORKSHOP EVALUATION SHEET - July, 1967

	1. In general, did the event or activity impress you favorably?		2. Please list two or three new methods, techniques, or significant ideas that you learned about that will be of value to you when you return to the classroom in the fall.
	Yes	No	
Dr. Pearl's speech	20		
Mr. Roux: "Language experience approach"	18		
Discussion: Characteristics of a good aide	21		
Discussion: Role playing	20		
Dr. Flothow's speech	12	7	
Mr. Roux: "Assisting classroom language experience"	20		
Mrs. Ennix: "Oral language"	19	1	
Dr. Ruddell: "Reading and linguistics"	13	3	
Practice with duplicating materials	18		
Oral reports	17		
	178-94%	11-6%	

3. Do you feel a workshop of this type should be presented again? Yes 21 No 0

4. How long should it last? _____ weeks. 2 weeks-2 3 weeks-3 4 weeks-14 6 weeks-2

5. What do you feel were the strengths of this workshop? - 21 responses

Learning to understand and become more concerned about others ... 3 - 14%

Learning new methods and ideas ..... 3 - 14%

Meeting with and sharing experiences, opinions and problems with other aides ..... 3 - 14%

How to be of more help to children ... . 2 - 10%

Guest speakers..... 2 - 10%

6. What improvements or additions would you suggest? - 17 responses

More and longer workshops are needed..... 9 - 53%

More time devoted to working with A-V and duplicating machines... 2 - 12%

Visits to some of the teachers' workshop sections... 2 - 12%

Some speeches (special events) were on too high a plane time would have been better spent working with machines..... 2 - 12%

WBW:vm 7-13-67

SPECIAL EVENTS EVALUATION SHEET -- HAMILTON WORKSHOP -- JULY, 1967 Research Department, Oakland Public Schools

DIRECTIONS: The special events held through July 19 are listed in the left-hand column. For each event you attended, please respond to questions 1 - 4.

Special Events	1. In general, did the event impress you favorably?		2. Did you gain any significant ideas or information that will be of value to you when you return to your classroom this fall?		3. Did you learn about any new techniques or methods that will be of value to you when you return to your classroom this fall?		4. Do you feel this event is valuable enough to be presented again at another workshop?	
	Yes	No	Yes	No	Yes	No	Yes	No
Mrs. Holloway, Compensatory Educ.	57*	9	57	24	37	36	58	15
Dr. MacCalla, Dept. of Urban Services	86	15	51	26	29	49	66	19
Dr. Bailey, Linguistics	90	24	75	21	70	25	64	22
Mrs. Craig, Second Language Learning	109	2	97	6	91	6	90	4
Lowell Jr. High, Humanities	106	3	86	8	79	9	78	8
Dr. Bamman, Reading Process	74	6	65	3	58	7	57	4
Dr. Pearl, New Careers for the Poor	92	17	78	18	49	30	74	11
Mr. Roux, Language Arts	77	16	80	7	75	7	72	7
Dr. Flothow, Systems Analysis	51	27	38	34	39	30	35	34
** Dr. McJunkins	35		31	1	22	8	35	

* Tabled values indicate numbers of elementary and secondary respondents giving respective replies.

**Because of re-scheduling problems Dr. McJunkins did not appear on the evaluation form but many participants thought so highly of his presentation that they wrote his name on the evaluation form.

Special Events Evaluation Sheet - continued

Special Events	1. In general, did the event impress you favorably?		2. Did you gain any significant ideas or information that will be of value to you when you return to your classroom this fall?		3. Did you learn about any new techniques or methods that will be of value to you when you return to your classroom this fall?		4. Do you feel this event is valuable enough to be presented again at another workshop?	
	Yes	No	Yes	No	Yes	No	Yes	No
NASA	1		1		1		1	
Dr. Ruddell, Ling. Language Model	68	14	63	15	46	21	49	17
Mrs. Simmons, Teacher Aides	86	8	57	19	42	28	64	15
A.V. Presentation, ESEA Schools	50	14	41	14	37	11	43	10
Miss Goldschlag, Urban Soc. Studies	44	16	43	15	33	16	35	17
Mr. Abraham, Math. Camp Parks	19	36	10	45	10	42	27	28
Dr. Anderson, Open Enrollment	67	17	49	14	34	20	44	14
Mr. Sebastian, Poetry, Criticism	63	5	54	6	42	10	52	7

5. Please list two or three significant ideas, new methods or techniques you learned about while attending special events that you feel will be most beneficial to you when you return to your classroom in the fall.

Special Event	New method or technique
A. Mrs. Craig - Second Language Learning	Simple techniques for teaching English as a second language.
B. Mr. Roux - Language Arts	Oral language approach for early elementary children.
C. Dr. Pearl - New Careers for the Poor	Teachers do not reach children because they do not handle them correctly.

6. Additional comments: _____

VBW:im 7/19/67

SPECIAL EVENTS SYNOPSES SUMMER W/S 1967

Mrs. Holloway - Compensatory Education - Discussed the various kinds of ESEA programs going on in California.

Dr. MacCalla - Dept. of Special Urban Educational Services - Described the efforts being made under the program such as the School-Community Council, the Integration Model Schools, Head Start.

Dr. Bailey - Linguistics - Told about language difficulties of minority children from a theoretical aspect.

Mrs. Craig - Second Language Learning - The practical aspect of Dr. Bailey's talk in which simple techniques for teaching English to children with dialect differences or foreign language backgrounds were demonstrated.

Lowell Junior High - Humanities - Demonstration and explanation of humanities program at Lowell with a panel discussion by teachers, dramatization by students, and an explanation by the administration. The inter-disciplinary approach was described and students' work was exhibited, along with slides.

Dr. Bamman - Reading Process - Described reading process but also gave emphasis to use and appreciation of reading and how to get children to read once they knew how.

Dr. Pearl - New Careers for the Poor - Didn't really talk about subject in title but about how teachers weren't reaching students because teachers were handling students incorrectly. Teachers were causing students to have problems.

Dr. Roux - Language Arts - Discussed the oral language approach for early elementary children where emphasis is on a speaking language which will then carry over to written language.

Dr. Flothow - Systems Analysis - Discussed some of the approaches industry is taking toward education.

Dr. Ruddell - Linguistics Language Model - The implication linguistics has for the language program in the elementary school.

Mrs. Simmons - Teacher Aides - Described teacher aide program in Oakland. Gave historical background and operational set-up now.

Audio-Visual Presentation - ESEA Schools - A description of some programs in ESEA schools through slides, tapes, and movies produced by the students and teachers themselves.

Miss Goldschlag - Urban Social Studies - Representative from Holt, Rinehart, Winston who described their social studies program for disadvantaged children.

Mr. Abraham - Mathematics at Camp Parks - Described the math program at Camp Parks Job Corps program. What it was, how it developed, materials used, successes and failures.

Dr. Anderson - Open Enrollment - Summary of findings on open enrollment plan in Oakland through analysis of his doctoral dissertation on open enrollment.

Mr. Sebastian - Poetry and Criticism - Talked of his experiences on becoming a poet. Discussed the value of criticism to the writer.

Dr. McJunkin - Inequality and Prejudice - Gave historical background of inequality and prejudice in the U. S. from a sociological viewpoint.

NASA exhibit (not a special event item) Presented what NASA was doing and what services they offer to the schools.

Dr. Flothow - How to Use Professional Teacher Aides in Programmed Learning - How aides can help teachers and help students find their particular skill and interest.

EXCERPTS FROM 5th GRADE COURSE OF STUDY

Content: America's population is comprised of people of diverse backgrounds. Pupil's understanding and appreciation of diverse groups can be extended through enjoyment of a great variety of children's literature.

References:

Chinese:
- Behrens, Soo Ling Finds A Way
- Judson, The Green Ginger Jar
- Lenshi, San Francisco Boy
- Newman, Yellow Silk for May Lee
- Politi, Moy Moy

Eskimo:
- Lipkind, Boy with a Harpoon

Hawaiian:
- Lipkind, Boy of the Islands

Indian:
- Bulla, Indian Hill
- Marriott, Black Stone Knife
- Smucker, Wigwam in the City
- Worcester, Lone Hunter and the Wild Horses

Italian:
- Martin, No, No, Rosina
- Valenti, The Bells of Bleecher Street

Japanese:
- Uchida, Dancing Kettle and Other Japanese Folk Tales
- Uchida, Promised Year

Jewish:
- Nathan, The Shy One
- Neville, Berries Goodman

Mennonite:
- DeAngeli, Shippack School
- Rich, Hannah Elizabeth

Mexican:
- Krumgold, And Now Miguel
- Politi, Pedro, the Angel of Olvera Street

Migrant Workers:
- Gates, Blue Willow
- Lenshi, Judy's Journey

continued to next page

Negro:

Beim, Two is a Team
DeAngeli, Bright April
Faulkner, Melindy's Happy Summer
Gates, Little Vic
Hunt, Ladycake Farm
Justus, New Boy in School
Shotwell, Roosevelt Grady
Weick, The Jazzman

Norwegian:

Asbjornsen, East of the Sun and West of the Moon

Puerto Rican:

Keats, My Dog is Lost
Lewiston, Candita's Choice

Swedish:

DeAngeli, Elin's America
Lindquist, Golden Name Day

EXCERPTS FROM 8th COURSE OF STUDY

Ishi, Last of His Tribe (continued)

The Cave (continued)	pages 108-115	7. Give two main reasons Ishi grieved over the death of the "Old Ones."
The Ending People, pp. 117-152		
	pages 117-127	1. Even though the saldu lived all around them, what were some things the Yahi did to keep from being discovered?
	127-137	2. What did Ishi find when he returned to the cave after the saldu had been there? Can you explain why the saldu would do such a thing?
	137-152	3. Do you think Ishi's mother was sorry to die? Explain.
		4. Why did Ishi wish to die?
To the Edge of the World, pp. 155-206	155-160	1. What did Ishi think the saldu would do when they found him? Why did he think this?
	160-168	2. What was the "magic" that allowed the Stranger to talk to Ishi?
		3. What were some of the new things Ishi saw on his trip to the museum?
	168-179	4. What things made Ishi feel at home during the first days at the museum?
		5. Why did Ishi think of the Yahi world as dead?
	179-188	6. What work did Ishi do for the museum?
	188-201	7. Why do you think Ishi enjoyed spending so much time teaching Maliwal (the Doctor's son) about the Yahi way?
		8. Why did the Majapa want to go to Yahi Country with Ishi?
	201-206	9. Why was there sadness about Ishi's death?
		10. Why was his death also a time of happiness?

In-Depth Activities for the Study of Ishi

The questions on the preceeding page can be used in a variety of ways. However, it is suggested that the teacher consider the time element. Most of the reading of Ishi should be done outside of class time. After the students have completed the book, some of the following activities can be used to help students to clarify and articulate values:

1. Construct a map showing Northern California during Ishi's youth and today. Use map on pages 39, 77 and current California road maps.

continued to next page

Discuss the questions - "Would the Yahi have been able to continue their way of life if the people had been allowed to live?" "What changes would have probably taken place in their country and lives?" Research into California gold rush and geography of Mt. Lassen area would be appropriate here.

2. Compare the values of the Yahi culture and our own culture today by listing the most important things both cultures need and want. What is similar? What is different? Select a third culture, perhaps one based on agriculture. Have the students investigate the values of that culture and compare them to the first two. Center discussion around reasons for similarities and differences among people. Extend this to individuals in order to promote understanding of other cultures and our own.

3. Illustrate Ishi's dream as he might have seen it. Point out the real things that happened to Ishi as his dream came true. Add illustrations to show how the facts compared to the dream. Discuss Tushi's dream in a similar way.

4. Have students create their world as Ishi drew the Yahi World - starting with what they know immediately as the center. Each world would be based on individual experience. Discuss what things make up a person's world. Why do students' maps cover more area than Ishi's? The teacher can lead students to see that we have a greater contact with different cultures.

5. Have students list words which they have often heard used to describe the way Indians live. From this list select idea of savage, uncivilized or the like. Ask students for the opposite meaning - civilized. "We think of ourselves as <u>civilized</u> people. What does this mean? Let's list the criteria for a <u>civilized</u> people." Students should be able to bring out the idea of order in society, treatment of people, laws, etc. "What things on the list were part of Ishi's way of life?" (Most, if not all of them were.) "What actions of the Saldu were acts against a civilized way of life?" "What does this tell us about the way other people look at us; how we look at them?"

6. Debate the question of who had the right to the land around Mt. Lassen. Research can be done on Mexican Secession, California Gold Rush, method of claiming land and treatment of the Indians in California.

7. A pre test on attitudes and ideas about Indians can be given before <u>Ishi</u> is read. After the follow-up activities, the test can be re-given and the reasons for changes in attitudes can be investigated. Emphasis can be placed on how knowledge creates understanding.

Outline for Negro Culture Course

Unit I African Culture

A. Africa before the Mayflower

1. Geographical overview
2. Cultural achievements

a. Music
b. Art
c. Political and family organization
d. Institutions of learning
e. Literature and folk lore

(1) Tribal characteristics
(2) Relation to American stories

f. Tribal and economic institutions
g. Dance
h. Religion

B. Africa as a colonial victim

1. Breakdown in political institutions
2. Inter-tribal and national wars

C. Africa as a source of slaves

1. European markets
2. Western hemisphere markets

a. North America
b. South America

Unit II Black Bondage

A. Capture and enslavement

1. Tribal wars
2. Commercial kidnapping
3. Movement to the sea

B. The Middle Passage

1. Physical conditions
2. Dehumanizing effects of passage
3. Routes, members, destinations

C. North American experience-background

1. Early period of "bondsmen" not"slave"
2. Need for abundant cheap labor

a. Rampant agricultural extension
b. Failure of Indians as agricultural bondsmen
c. "Skin color" distinctions make control easier

3. Adaptation of Moral and Religious tenents to rationalize slavery

a. Non-Christian inferior
b. "Uncivilized, sub-human, childlike" --myths created about black temperament; popular folk-lore reflections

D. North American Experience - Conditions

1. Physical

a. Food, diet
b. Clothing
c. Housing
d. Punishment
e. Use
f. Sale
g. Family life

2. Psychological significance

a. Denial of personality
b. Assumptions of sub-humanity
c. Cultural denuding
d. Development of "Sambo" image
e. Significance of slave songs
f. Denial of education

E. The Latin-American Experience

1. Similarities of arrival and use

a. Music
b. Literature

2. Differences

a. Family structure
b. Influence of Catholic Church
c. Existence of traditional aristocracy
d. Assimilation

Unit III The Black Intelligensia

A. Tendency of black intellectual to be isolated from the broad community and a change toward more involvement

1. Why this aloneness
2. To what extent is change coming

B. Who have been nationally recognized leaders, and what have forces

C. In what areas has genuine leadership been demonstrated

D. How much of world thought, experience, and insight have been brought to bear on the views and problems of the Black man in America?

Toussaint L'ouverture
Arme Ceasire
A. Pushkin
A. Dumas
A. Hamilton
P. Randolph

E. To what extent have research and scientific insight been advanced by the Black intelligensia?

Frederick Douglass
B. T. Washington
W. E. B. DuBois
James W. Johnson
Langston Hughes

Unit IV The Creative Identity

A. Music

1. Jazz
2. Blues
3. Gospel songs
4. Modern jazz
5. Spirituals
6. Work songs

B. Literature

Unit V The contemporary social, moral, political and economic dilemma

A. Sources of discontent with "normal pace"

1. World War II and Korean War
2. Supreme Court Decisions
3. Mass media influence on material aspirations of all strata
4. Emergence of America as a "showplace" and testing ground of ideals
5. Rising educational level produces increasing intolerance of old problems
6. The Negro artist pricks a conscience

B. Means of acceleration

1. Direct Action

a. Passive
b. Self defense

C. Moral and Social Problems

1. The "church" adjustment
2. The family unit

D. Riot and violence

1. Reason
2. Historical
3. Cultural significance
4. Reactions

Outline for 9th Grade Vocational Guidance Unit

I. Overview and General Suggestions

II. Kick-off Movie-"When I'm Old Enough - Goodbye"

  A. Post discussion

III. Review of 7th and 8th Grade

IV. Bell Telephone Company (field trip)

  A. Pre and post discussion

    1. What jobs are available in one company
    2. Sample test questions

V. Re-evaluate Interest Areas and Aptitudes (Self-exploration)

  A. Kuder - Interest

  B. DAT - Aptitude

  C. SCAT - STEP plus class grades from 8th grade - achievement

  D. Attitude

  E. Attendance

VI. Exploring Vocational Opportunities

  A. Movie -"New Horizons in Vocations"

  B. Review of job families (refer to 8th grade unit)

  C. Checklist - Calif. Dept. of Employment Numerical List, 1966)

  D. Occupational Trends

    1. Compare checklist items

  E. Investigate occupations from checklist

    1. Occupational Guides (Dept. of Employment)
    2. SRA Kits - OEK and Widening
    3. SRA, 1963 - Handbook of Job Facts
    4. "You and Your Careers"
    5. Library

    (There will or should be some elimination and narrowing down of occupations)

F. In-depth investigation of five specific occupations

1. Use forms for investigation (Supp. w/speakers, panels, topics, books, interviews)

a. Stress credibility gap

(1) Educational
(2) Physical
(3) Geographical

VII. Surveying for Vocational Opportunities--Movie: "Getting a Job - Is a Job."

A. Job Leads

1. Want-ads
2. Employment agencies

a. Private
b. Public

3. Yellow-pages

a. Exploratory letters

4. Write your own ad.

B. Applying for a job

1. Social Security forms
2. Letter of inquiry

a. Make resume

3. Application forms
4. Test for employment
5. Job interview
6. Follow-up

C. Development on the job

1. Behavior - dependability, punctuality, absenteeism, criticism
2. Getting along with employer - respect for
3. Following directions
4. Getting along with employees - respect for others
5. Earning your pay

a. Pace your work

VIII. Job Benefits

A. Union benefits

B. Company benefits

C. Your payroll check

IX. Youth Employment Opportunities

A. Volunteer work

1. Recreation Department
2. Red Cross
3. Candy stripers
4. Group activities

B. Summer and weekend jobs

1. Work permit
2. Labor laws
3. NYC
4. Movie - "Beat the Odds"

X. Planning Worksheet